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# *Toward Correct English*



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A REVIEW, WITH EXERCISES,  
OF THE  
ESSENTIALS OF ENGLISH GRAMMAR  
AND PUNCTUATION

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## SPECIAL INFORMATION

### FOR THE INSTRUCTOR

To aid the instructor in the efficient use of this book, twenty-two review tests are provided (with keys available to him only). These have been prepared in pairs; that is, there are two forms each of eleven tests. These tests are parallel in form to review exercises in the book, as shown below.

<i>Exercise</i>	<i>Test</i>	<i>Exercise</i>	<i>Test</i>	<i>Exercise</i>	<i>Test</i>
7	1-A, 1-B	26	5-A, 5-B	44	9-A, 9-B
11	2-A, 2-B	31	6-A, 6-B	47	10-A, 10-B
16	3-A, 3-B	39	7-A, 7-B	50	11-A, 11-B
19	4-A, 4-B	42	8-A, 8-B		

These review tests may be so used that each student reviews all material three times. According to directions, he will study first the sections covered by Review Exercise 7. In class he will then ask his instructor questions arising from this study, so that he may understand what is correct. He will then be given test 1-A. At the following meeting of the class he will be allowed to see his paper, and his errors will be explained to him. He will make a record, on the page provided herein for the purpose, of the sections which give him trouble. When he has had time to review these, he will be given test 1-B. Again his errors will be explained, and he will record the troublesome sections. Thus, when this procedure has been followed for all tests, he will have a record of his own difficulties, and he can easily make an intelligent general review in preparation for a final examination.

That this procedure may the more easily be followed by the instructor, a suggested schedule of assignments is given below. This schedule contemplates finishing the study of this book in eighteen assignments, assuming that classes are one hour in



length. It will be noted that of these eighteen assignments seven are devoted to review, with no advance assignment.

<i>Assignment Number</i>	<i>Text Sections</i>	<i>Text Exercises</i>	<i>Review Tests</i>
1	1-20	1-4	
2	21-33	5-8	1-A
3	34-45	9-12	2-A
4	46-56	13-16	3-A
5 (Review)	1-39	1-11	1-B, 2-B
6	57-70	17-21	4-A
7	71-85	22-27	5-A
8 (Review)	40-63	12-19	3-B, 4-B
9	86-97	28-33	6-A
10	98-110	34-39	7-A
11 (Review)	64-88	20-31	5-B, 6-B
12	111-114	40-44	8-A, 9-A
13	115-133	45-47	10-A
14 (Review)	89-114	32-42	7-B, 8-B
15	134-143	48-50	11-A
16 (Review)	115-133	43-47	9-B, 10-B
17 (Review)	134-143	48-50	11-B
18 (Review)	REVIEW	REVIEW	REVIEW

In dealing with matters of grammar and sentence structure, as well as usage generally, this book seeks to cover only those essentials which are reflected in the student's writing, for better or for worse. The attempt has been made to treat these matters neither in a radical nor in a reactionary manner, but sanely according to the best practice of the day. In addition, the purpose has been to build gradually, and in a practical way, the student's knowledge of essentials. That this purpose is achieved is attested by two years of experience with the work.

As far as punctuation is concerned, it has been necessary to take a rather arbitrary position. The writer recognizes that punctuation in the hands of an experienced writer is used with flexibility, that such a writer is not a slave to rules such as those

here laid down. The ordinary freshman, however, is largely ignorant of the subject of punctuation. If he is given the leeway granted to experienced writers, it becomes in his hands merely license. Before he can be granted liberty in the matter of punctuation, he needs to master certain rules, so that he will have an understanding of what the purposes of punctuation are, what the various marks of punctuation usually indicate. For this reason the rules of punctuation here given do not allow for exceptions. It is recommended that while this book is being used the instructor be as arbitrary as the rules themselves.

The writer believes that the method of this book will achieve better results if the grades made by students on the review tests have no part in determining his semester grade. His experience has been that the most effective results are obtained by persuading the student that the burden is his, that the marks he makes on these tests are for his information only. For this reason he believes it better to use as a final examination in the subjects covered by this work a general test having no connection therewith, and to give credit or failure to the student on the basis of his mark on this examination alone.



## FOREWORD

This book has been designed to facilitate an efficient and rapid review of English grammar and punctuation by students entering college. It does not seek to give them a complete technical mastery of the intricacies of English grammar, much of which has been slighted or omitted. Neither does it attempt to explain the use of all marks of punctuation: the dash, brackets, parenthesis marks, for example, have been omitted. Rather it seeks to bring about a correction of common errors and a thorough understanding of the basic structure of the language, together with a mastery of the more important principles of punctuation. It is believed that the student who has mastered this book will as a result write sentences that are correct grammatically and that are correctly punctuated.

Questions of style, of unity, of coherence, and the like have been disregarded. It is believed that these can be treated best by the instructor in individual conferences with his students. This he can do efficiently only if he is freed from the necessity of spending large amounts of time in routine correction of errors in grammar and punctuation. The necessity of such routine correction this book aims to eliminate.

## GENERAL DIRECTIONS

In all of the exercises in this book the student should proceed according to the five steps given below. He should follow each of these steps carefully. No exercise is too simple to receive thorough attention, for the later exercises, which are the more difficult ones, can be understood and mastered only if the earlier, easier exercises are first thoroughly understood and mastered.

**Step One.** Study carefully the sections immediately preceding the exercise; study also such sections as may be referred to in the directions for the exercise.

**Step Two.** Do the exercise according to the directions given.

**Step Three.** Correct the exercise according to the answers given in the back of the book. Be careful not to err in this correction.

**Step Four.** Examine carefully all errors, referring to the text until you are sure that you understand what is correct and *why* it is correct. Be sure that you understand the exercise so thoroughly when you finish that you will make no errors if a similar exercise is given you in class. (Note: For most of the exercises after Exercise 14, the answers given include references to particular sections of the text. These references are given so that you may the more easily discover the sources of your errors.)

**Step Five.** List carefully those sentences in any exercise which, after this procedure, still give you trouble. Bring this list to class and ask your instructor to give you further explanation. **Never be satisfied unless you are sure that you know.**

At intervals during the study of this book, the instructor will give review tests. There are twenty-two such tests, of eleven different kinds, there being two forms of each kind. For the convenience of the student and to further the efficient use of both text and tests, there are given below two tables. The first is a form in which the student may record his test grades. The second provides a place in which the student may record his deficiencies, so that in review he may spend the major part of his time on those sections which give him most trouble.

STUDENT'S RECORD OF TEST GRADES			
<i>Test No.</i>	<i>Form A</i>	<i>Form B</i>	<i>Improvement</i>
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
<i>Average</i>			

In the following table the student should record for each test the section numbers given him by his instructor. It is these sections which he should stress in his reviews.

STUDENT'S RECORD OF DEFICIENCIES	
<i>Test 1.</i>	
<i>Test 2.</i>	
<i>Test 3.</i>	
<i>Test 4.</i>	
<i>Test 5.</i>	
<i>Test 6.</i>	
<i>Test 7.</i>	
<i>Test 8.</i>	
<i>Test 9.</i>	
<i>Test 10.</i>	
<i>Test 11.</i>	



# TOWARD CORRECT ENGLISH

1. A **sentence** is a group of words containing a subject and a predicate and expressing a complete thought.

There are four ways in which the thought of a sentence may be expressed: as a statement, as a question, as a command, as an exclamation. Sentences are therefore classified in accordance with the way in which they express thought.

a. A **declarative** sentence makes a statement.

John bought a dog.

b. An **interrogative** sentence asks a question.

Did you see the sunset? (Note the punctuation.)

c. An **imperative** sentence gives a command or makes an entreaty.

Shut the door. (Command.) Help a poor wretch. (Entreaty.)

d. An **exclamatory** sentence makes an exclamation.

How hot it is! (Note the punctuation.)

2. The **subject** of a sentence is that word, or group of words, about which something is stated, asked, or exclaimed, or to which a command or entreaty is addressed.

*The day* is hot.

Are *you* happy?

How sweet *Miss Jones* is!

(*you*) Shut the door.

In the last example the subject is understood, and not expressed. This is true of most imperative sentences.

3. The subject of a sentence may be:

a. A single noun or pronoun.

*John* is merry. (Noun.)

*He* is merry. (Pronoun.)

b. A series of two or more nouns or pronouns, or nouns and pronouns. Such a subject is said to be compound.



*A dog, a horse, and a cow* are in the barnyard. (Three nouns in series.)

*You and I* have been elected. (Two pronouns in series.)

*Albert, Mary, and I* went to a dance. (Two nouns and one pronoun in series.)

c. Any other word or group of words used as a noun. (This type of subject will be made clear in later sections.)

d. Any word or group of words included under 3a-3c, together with all the modifiers thereof. (This type of subject will be made clear in later sections.)

4. The **predicate** of a sentence is that word, or group of words, which states, asks, or exclaims something about the subject, or which addresses a command or entreaty to the subject.

*The day is hot.*

*Are you happy?*

*How sweet Miss Jones is!*

*(you) Shut the door.*

5. The predicate of a sentence may be :

a. A single verb.

*John whistles.*

*Mary was singing.*

b. A series of two or more verbs. Such a predicate is called **compound**.

*Mary sang and played.*

*Jack hopped, skipped, and jumped.*

c. A single verb together with its objects, complements, and modifiers. (This type of predicate will be made clear in later sections.)

d. A series of two or more verbs together with their several objects, complements, and modifiers. (This type of predicate will be made clear in later sections.)

6. The **verb** asserts action or a state of being. For example : The verbs *climb, run, wonder, prefer, play, drive*, assert action. The verbs *are* and *exist* assert a state of being. The verbs *smell, feel, taste*, assert sometimes action, sometimes a state of being.

7. Verbs have various forms, determined by their *number, person, tense, voice, and mode*. (See index.) Many of these forms consist of two or more words, but these considered together are the verb. A verb form consisting of more than one word is sometimes called a **verb phrase**.

## EXERCISE I

*Directions:* Underline each verb (verb phrase if the verb form has more than one word) with a wavy line, each subject with a straight line. Perhaps the easiest method to follow is to select the verb first. The subject is the word (or words) which answers the question *who?* or *what?* when placed before the verb.

1. Go. 2. Has grandfather been injured? 3. The criminal will be convicted. 4. Dogs are barking. 5. Do you agree? 6. Rain fell. 7. May Mrs. Smith come? 8. John Post has returned. 9. Did Jack Rose cheat? 10. Hurry! 11. The pheasant must have been shot. 12. Will the president speak? 13. What will happen? 14. The bus lurched and swayed. 15. Do your father and mother argue? 16. The girl and her escort whispered and laughed. 17. Go, but return. 18. Poetry or prose must be chosen. 19. Fred, Johnny, and I will come. 20. Did the girls smile or frown? 21. Mary and Alice slipped, fell, and were hurt. 22. Who slipped and fell? 23. Will war or peace be decided? 24. Should John come or stay? 25. Is Mr. Smith or his secretary coming?

8. Every sentence should begin with a capital letter. Sentences should be punctuated at the close as follows:

- a. Declarative and imperative sentences should be followed by a period. (See 1a and 1c.)
- b. Interrogative sentences should be followed by a question mark. (See 1b.)
- c. Exclamatory sentences should be followed by an exclamation point. (See 1d.)

An exclamation point is used also after any word used as an exclamation.

Help!                      Victory! victory!

9. If a series of nouns or a series of verbs takes the form *a and b*, it should not be punctuated; the *and* joins the two elements, but a comma would separate them. If the series takes the form *a, b, and c*, it should be punctuated after every element except the last; the *and* connects the several elements; the commas separate the elements from one another, showing how many elements are present. If this rule is invariably observed, no confusion of meaning will ever arise. (Note examples in sections 3b and 5b.)

*Note:* Usage on the part of many writers permits the omission of the comma before the *and*; however, confusion of meaning sometimes arises as a result. The student will be expected to observe the rule as stated.

10. **Co-ordinating conjunctions** are words used to join nouns, pronouns, or verbs (or other words; see 86) in parallel or in series; that is, they give each one of the words so joined equal importance.

a. The principal co-ordinating conjunctions are: *and, or, nor, but, and yet*.

b. These conjunctions are combined with other words to form **correlative conjunctions**: *both . . . and, not . . . but, either . . . or, neither . . . nor, not . . . nor, not only . . . but also, not only . . . but*.

#### EXERCISE 2

*Directions:* Underline each verb (verb phrase if the verb form has more than one word) with a wavy line, each subject with a straight line.

1. Neither John Smith nor Albert Jones should have interrupted.
2. Books not only instruct but also entertain.
3. Were both Mary and Alice amused?
4. Mary, John, and the tramp talked and laughed.
5. Could the goat or the cow have been lost?
6. Either the horse or the car must be sold.
7. Not lies but the truth should have been spoken.
8. Flowers do neither labor nor toil.
9. Did Mary both smile and frown?
10. Not only the gardener but also the chauffeur must have deserted.
11. John was shot but did not fall.
12. The tigers fought and bit and scratched.
13. The boy trembled and shook, yet did not yield.
14. John and Alice were laughing, shouting, and cheering.
15. The employer, his son, and his daughters smiled and left.

#### EXERCISE 3

*Directions:* Punctuate the following sentences. (See sections 8 and 9.)

1. John his sister and their friend could not have gone
2. Did both the boxers and the wrestlers win
3. Oscar his brother and Albert Smith lied cheated and stole
4. How green the grass and the leaves are
5. Go and play
6. You and I will never surrender
7. You Albert Jones and I might have escaped
8. Can John and Philip dive and swim
9. John Mary and I could not smile laugh or play
10. How happy both the victors and their friends are

11. A **noun** is a word used as a name. If the noun is the name of a *particular* person, place, or thing, it is capitalized; otherwise not.

John Smith, the Middle West, the Democratic Party.

12. Nouns have two numbers: singular and plural. The singular number denotes *one* person, place, or thing; the plural number denotes more than one.

a. Most nouns are made plural by the addition of *s* to the singular. When the singular ends in *s* (or in *x*, *z*, *sh*, or *ch*), an additional syllable is needed so that the plural may be pronounced; *es* is added in such cases.

ass, asses; ax, axes; topaz, topazes; wash, washes; watch, watches.

b. The plural of nouns ending in *y* preceded by a *consonant* is formed by changing the *y* to *i* and adding *es*. (This rule does not usually apply in the case of proper names.)

baby, babies; city, cities; lady, ladies; Kelly, Kellys

c. The plural of nouns ending in *f* or *fe* is determined by the pronunciation of the plural. When the *f* sound is retained, the plural form is regular; otherwise the *f* or *fe* is changed to *ves*.

chief, chiefs; sheaf, sheaves; wife, wives.

d. Some nouns ending in *o* preceded by a consonant add *es* to form the plural; most do not. In case of doubt the dictionary should be consulted.

e. Irregularly formed plurals include: *ox*, *oxen*; *brother*, *brethren* (or, regularly, *brothers*); *child*, *children*; *man*, *men*; *louse*, *lice*; *mouse*, *mice*; *tooth*, *teeth*; *foot*, *feet*; *goose*, *geese*; compounds of *man* in the sense of "human being."

f. Some nouns have the same form for both singular and plural; e. g., *cod*, *cod*; *deer*, *deer*; *sheep*, *sheep*; *Chinese*, *Chinese*; *species*, *species*; *corps*, *corps*.

g. The plural of most compound nouns is formed by making plural the principal part of the noun. Nouns ending in *ful* are an exception, the plural being formed by adding *s* at the end. Some other compound nouns make plural both parts.

court-martial, courts-martial; oxcart, oxcart; brother-in-law, brothers-in-law; footstep, footsteps; mouthful, mouthfuls; handful, handfuls; manservant, menservants; Knight Templar, Knights Templars.

**h.** Nouns borrowed from foreign languages frequently retain the foreign plurals. In case of doubt the dictionary should be consulted. Note particularly, however, *data*, *phenomena*, *strata*. These are plural; their singular forms are: *datum*, *phenomenon*, *stratum*.

**13.** A **pronoun** is a word used in place of a noun. This noun may be a *particular* noun, or it may be indefinite. When a particular noun is represented by a pronoun, that noun is called the **antecedent** of the pronoun. Certain classes of pronouns must always have antecedents expressed or *clearly implied*. Pronouns requiring antecedents will be noted in the sections in which they are discussed. (See index.)

**14.** **Personal pronouns** take the place of nouns naming the person or persons speaking, the person or persons spoken to, or the person(s), place(s), or thing(s) spoken about. Therefore, personal pronouns require antecedents expressed or *clearly implied*.

**a.** The **first personal pronoun** takes the place of a noun naming the person(s) speaking. It has the forms: *I*, *my*, *mine*, *me*; *we*, *our*, *ours*, *us*. (For the uses of these forms see *Case* in the index.)

**b.** The **second personal pronoun** takes the place of a noun naming the person(s) spoken to. It has the forms: (*thou*, *thy*, *thine*, *thee*, *ye*), *you*, *your*, *yours*. The forms in parentheses are old forms of the second personal pronoun, still found in the Bible, hymns, poetry, etc., but not in common use. (For the uses of the common forms see *Case* in the index.)

*Note:* Since it is always clear who is meant when either the first or the second personal pronoun is used, a name being *clearly implied*, these pronouns require no expressed antecedent.

**c.** The **third personal pronoun** takes the place of a noun naming the person(s), place(s), or thing(s) spoken about. It has the forms: *he*, *his*, *him*; *she*, *her*, *hers*; *it*, *its*; *they*, *their*, *theirs*, *them*. (For the uses of these forms see *Case* in the index.)

No one of the third personal pronouns may be used unless the noun for which it stands has been expressed. This noun is the **antecedent** of the pronoun. The antecedent should always stand close enough to the pronoun which refers to it so that there can be no doubt as to what noun the pronoun represents.

Did you see the circus? It was very elaborate. (Here *circus* is the antecedent of *it*.)

There go the Smith boys. They are indeed handsome. (Here *boys* is the antecedent of *they*.)

d. Personal pronouns should agree with their antecedents in person, number, and gender.

The boy ran as fast as he could. (*he* is masculine gender, third person, singular, to agree with *boy*.)

The girl was combing her hair. (*her* is feminine gender, third person, singular, to agree with *girl*.)

All of the books were torn. Some of them were beyond repair. (*them* is neuter gender, third person, plural, to agree with *books*.)

e. When a personal pronoun has as its antecedent two nouns of different genders, the pronoun is properly masculine.

Neither the girl nor the boy could find *his* notebook.

*Note:* Always avoid the use of two pronouns in cases of this kind. It is awkward to say: *Neither the boy nor the girl could find his or her notebook*. All awkwardness may be avoided by recasting the sentence thus: *The boy and the girl could not find their notebooks*.

15. An **interrogative pronoun** is used in asking a question. It stands in place of the noun which answers the question. This noun is not known to the questioner; therefore the interrogative pronoun requires no antecedent. Interrogative pronouns include: *who*, *whose*, *whom*, *what*, *which*. (For other uses of the interrogative pronouns see 109b.)

*Who* called me?      *Which* is his hat?      *What* is this?

16. The subject of a sentence (sometimes called the subject of the verb, and rightly so) is in the **nominative case**. Personal and interrogative pronouns have special forms for the nominative case; viz., *I*, *thou*, *he*, *she*, *we*, *they*, *who*. No other forms of these pronouns should be used as the subject of a verb.

17. Verbs are of two kinds, **transitive** and **intransitive**. A **transitive verb** expresses action upon some recipient of that action. The recipient of the action may be either the object of the verb or its subject.

a. When the recipient of the action is the object of the action expressed by the verb, the verb is said to be in the **active voice**.

The hunter shot a hawk. (The verb *shot* is in the active voice, and *hawk* is its object.)

b. When the recipient of the action is the subject of the verb, the verb is said to be in the **passive voice**.

Albert *was wounded*.

18. The **direct object** of the action of a verb is in the **objective case**. Nouns have the same form for the objective case as for the nominative case; their case is determined by an analysis of the sentence. Pronouns, personal and interrogative, have special forms for the objective case; viz., *me*, *him*, *thee*, *her*, *us*, *them*, *whom*. No other forms of these pronouns should be used as the object of a verb.

I saw *him* yesterday.

*Whom* did you ask to the party?

19. The **indirect object** of the action of a verb is that person or thing *to whom* something is given or *for whom* something is done. (The indirect object is sometimes considered to be the object of the preposition *to* or the preposition *for* understood but not expressed.) None but the objective forms of the personal and interrogative pronouns should be used as indirect objects.

Mary gave the *dog* a bone.

John made *her* a present.

20. The examples in section 19 have verbs in the active voice. Sometimes similar ideas are expressed by sentences having passive verbs. In such cases the verb may be followed by a **retained object**.

The dog was given a *bone*.

Note that *bone* cannot here be said to be the direct object, since it is not directly the recipient of the action of the verb. It is said to be the retained object because in the active form of the sentence (see example in 19) it would be the direct *object*, and because it has been *retained* in the predicate after the passive verb.

## EXERCISE 4

*Directions:* Underline each verb, or verb phrase, with a wavy line, each subject with a straight line. Also, list in the spaces provided all direct objects, all indirect objects, and all retained objects.

1. John has shot a deer. 2. Mr. Jones gave his salesmen a raise. 3. James Troy was given a summons. 4. The trout swallowed the bait. 5. Father made Dick and me a boat and oars. 6. Mary and Alice were sent candy and flowers. 7. Give me meat and potatoes but no vegetables. 8. Babe Ruth made a hit. 9. Has anyone mailed the president my report? 10. Did you punch Johnny or Andy? 11. Did you send John or me the letter? 12. Mr. Smith and his son have brought us pictures, books, and records. 13. Tell me the truth or nothing. 14. Who delivered the boxes and tables? 15. The chairman was furnished a glass and a pitcher.

<i>Direct Objects</i>	<i>Indirect Objects</i>	<i>Retained Objects</i>
1. ....	.....	.....
2. ....	.....	.....
3. ....	.....	.....
4. ....	.....	.....
5. ....	.....	.....
6. ....	.....	.....
7. ....	.....	.....
8. ....	.....	.....
9. ....	.....	.....
10. ....	.....	.....
11. ....	.....	.....
12. ....	.....	.....
13. ....	.....	.....
14. ....	.....	.....
15. ....	.....	.....

21. Sometimes a noun or an adjective is used to complete the meaning of the verb and to refer to the direct object. This noun or adjective is called the **objective complement**. A noun so used is in the objective case. An adjective so used modifies the direct object.

They elected my father *president*. (Note that *president*, the objective complement, is a noun and refers to the same individual as *father*, the direct object.)



The flowers made my mother *happy*. (Note that *happy*, the objective complement, is an adjective and modifies—that is, limits the meaning of—*mother*, the direct object )

*Note:* For the complete definition of *adjective* and for its other uses, see sections 23c, 26, 27, 29, 30

### EXERCISE 5

*Directions:* Underline each verb, or verb phrase, with a wavy line, each subject with a straight line. Also, list in the spaces provided all direct objects, all objective complements which are nouns, and all objective complements which are adjectives.

1. The president made John Smith secretary and treasurer.
2. Who called Mr. Adams a socialist?
3. I could have considered the statement a threat.
4. What made John angry?
5. I like my bread stale.
6. Did you paint the house white?
7. Would you have thought Benedict Arnold a traitor?
8. Do not think me over-inquisitive.
9. Mr. Jones calls Mary and me his friends.
10. Such treatment makes Mary cross and irritable.
11. The Indians painted themselves red, blue, and black.
12. The class made David their emissary.
13. The pot called the kettle black.
14. The mayor thought the statement absurd and futile.
15. Did the experience make John a man?

	<i>Direct Object</i>	<i>Objective Complements</i> (nouns)	<i>Objective Complements</i> (adjectives)
1. ....	.....	.....	.....
2. ....	.....	.....	.....
3. ....	.....	.....	.....
4. ....	.....	.....	.....
5. ....	.....	.....	.....
6. ....	.....	.....	.....
7. ....	.....	.....	.....
8. ....	.....	.....	.....
9. ....	.....	.....	.....
10. ....	.....	.....	.....
11. ....	.....	.....	.....
12. ....	.....	.....	.....
13. ....	.....	.....	.....
14. ....	.....	.....	.....
15. ....	.....	.....	.....

22. An **intransitive verb** asserts either a state of being, or an action limited to the subject.

John *is* a good boy.      Mary *appears* happy. (State of being.)  
 Alice *laughs* heartily. (Action limited to *Alice*, the subject.)

23. Some intransitive verbs are followed by a **subjective complement**, which is required to complete the meaning of the verb. Such verbs are called *linking verbs*, since they link the subject to the subjective complement. The subjective complement is so called because it *completes* the meaning of the verb (therefore *complement*) and refers to the subject (therefore *subjective*).

a. If the subjective complement is a noun or a pronoun, it names the same person(s), place(s), or thing(s) as the subject.

John *is* a good boy.

Apples, oranges, and pears *are* fruits.

b. All nouns and pronouns used as subjective complements are in the nominative case. (For nominative forms of pronouns see 16 above.)

The culprit *is* *he*.

c. If the subjective complement is an adjective, it modifies the subject.

John *is* good. (*good* modifies *John*.)

Mary *feels* bad. (*bad* modifies *Mary*.)

The rose *smells* sweet. (*sweet* modifies *rose*.)

*Note:* An adjective is a word used to modify a noun or a pronoun. For other uses of adjectives, see 29.

24. The passive voice of many transitive verbs may be followed by a **subjective complement**.

James Smith *was* chosen *alderman*. (Noun.)

The house *was* painted *red*. (Adjective.)

### EXERCISE 6

*Directions:* Underline each verb, or verb phrase, with a wavy line, each subject with a straight line. Also, list in the spaces provided all subjective complements which are nouns or pronouns and all subjective complements which are adjectives.

1. It was she. 2. Roses smell sweet. 3. John feels well. 4. The patient grew worse. 5. Great Britain is an island. 6. Who was elected captain? 7. Democracies are becoming scarcer. 8. Was your brother tall? 9. The beggar was made happy. 10. Was the man Mr. Smith?

11. The statement sounds both true and reasonable. 12. John seemed over-careful. 13. Persimmons taste sour. 14. He was considered not an acquaintance but a friend. 15. Macdonald was appointed Prime Minister. 16. The statement was thought absurd and futile. 17. The flag is red, white, and blue. 18. Albany was made the capital. 19. The man and his dog were sick and starving. 20. Either Miss Smith or her sister is wrong.

	<i>Subjective Complements (nouns and pronouns)</i>	<i>Subjective Complements (adjectives)</i>
1.	.....	.....
2.	.....	.....
3.	.....	.....
4.	.....	.....
5.	.....	.....
6.	.....	.....
7.	.....	.....
8.	.....	.....
9.	.....	.....
10.	.....	.....
11.	.....	.....
12.	.....	.....
13.	.....	.....
14.	.....	.....
15.	.....	.....
16.	.....	.....
17.	.....	.....
18.	.....	.....
19.	.....	.....
20.	.....	.....

25. A verb may be followed by only five constructions in which nouns (or their equivalent—to be explained in later sections) or adjectives are used.

a. Intransitive verbs may be followed by a subjective complement. (See 23.)

b. Active transitive verbs may be followed by:

• A direct object, (See 18.)

A direct object and an indirect object, (See 19.)

A direct object and an objective complement. (See 21.)

c. Passive transitive verbs may be followed by :

A retained object. (See 20.)

A subjective complement (See 24.)

### EXERCISE 7

(Review exercise, parallel with Review Test I.)

*Directions:* Write in each space at the right the proper number: viz., that number which in the following table corresponds to the proper description of the underlined word or words.

- |                     |                                      |
|---------------------|--------------------------------------|
| 1. Subject.         | 6. Subjective complement, noun.      |
| 2. Verb.            | 7. Subjective complement, adjective. |
| 3. Verb phrase.     | 8. Objective complement, noun.       |
| 4. Direct object.   | 9. Objective complement, adjective.  |
| 5. Indirect object. | 10. Retained object.                 |

1. The club elected Mr. Jones and my father. (....)
2. My grandfather showed Mr. Gillson the door. (....)
3. Your uncle and your aunt must have been patient. (....)
4. Mary painted the cards red and gold. (....)
5. Jane and John were thought intelligent. (....)
6. The experience must have been bitter. (....)
7. The boy was given the reward. (....)
8. Was Albert awarded the prize? (....)
9. Misery likes company. (....)
10. The captain and his lieutenant saluted. (....)
11. Who called John a crook? (....)
12. My nephew could not have been elected president. (....)
13. Could grandfather have seen us? (....)
14. Grandmother seems gracious and sympathetic. (....)
15. I should have called John cowardly. (....)
16. The men were my father and my grandfather. (....)
17. The judge gave my uncle a lecture. (....)
18. Mr. Smith has made my friend his partner. (....)
19. Is that crop potatoes? (....)
20. Does John give his father money? (....)
21. What fears my grandfather felt! (....)
22. Did the directors hold John responsible? (....)
23. My father bought my wife and me a house. (....)
24. The girl was named Carrie Nation. (....)
25. Who could have thought John a hero? (....)

26. A **modifier** qualifies or limits the meaning of the word which it modifies. A modifier may be a single word or a group of words taken together. (See 39, 91, 103.) There are two classes of modifiers: **adjectives** and **adverbs**.

27. An **adjective** modifies a noun or a pronoun (or some other word used as a noun). Adjectives answer the questions: Which one? What kind of? How many?

The *tall* man nodded. (Tells which man.)

I like a *red* house. (Tells what kind of house.)

*Ten* men were fighting. (Tells how many men.)

28. In addition to the articles *a* (*an*) and *the*, which are considered as adjectives, the following kinds of words (not adjectives) may be used as adjectives:

a. Nouns, without change in form.

That is a pretty *brick* house.

b. The interrogative pronouns *which* and *what*, demonstrative pronouns, indefinite pronouns. (See 47, 48, for a list of these pronouns.)

*Which* books do you want? (Interrogative pronoun.)

Do you like *that* man? (Demonstrative pronoun.)

*Much* wheat is wasted. (Indefinite pronoun.)

It should be carefully noted that the demonstrative pronouns *this* and *that* have the plural forms *these* and *those*. When these pronouns are used as adjectives, they should *agree in number* with the nouns they modify.

What shall I do with *this* book?

What shall I do with *these* books?

c. The possessive case of nouns (for the formation thereof see 62), used either:

1. To denote ownership.

*John's* book.

2. To denote *time when*, *duration of time*, *extent of space*, *measure*, etc.

*Monday's* celebration. (Time when.)

*An hour's* nap. (Duration of time.)

*A mile's* walk. (Extent of space.)

*Two dollars'* worth. (Measure.)

3. With a verbal noun or a noun having a verbal idea. (See 79.)

d. The possessive forms of the personal, interrogative, and relative pronouns, used either :

1. To denote ownership. The following forms of the personal and interrogative pronouns are used as adjectives *before* the noun: *my, thy, his, her, its, our, your, their, whose*.

*My* book.

*Whose* book is that?

The following forms of the personal pronouns are used adjectivally as subjective or objective complements: *mine, thine, his, hers, its, ours, yours, theirs*.

The book is *mine*. (Subjective complement.)

I made the book *mine*. (Objective complement.)

*Note.* The possessive forms of the personal pronouns should be spelled without an apostrophe; viz., *hers, its, ours, yours, theirs*.

2. With a verbal noun or a noun having a verbal idea. (See 79.)

29. An adjective, or a word used as an adjective, may modify the noun :

a. When placed before it.

*The black* cat

b. When placed after it in appositive position.

My father,  *hale and hearty*, lived eighty years.

c. As subjective complement. (See 23c and 24 and the examples.)

d. As objective complement. (See 21 and the second example.)

30. Adjectives may be used :

a. Singly.

*White* hats. The hat is *white*. I painted the house *white*.

b. In series. In such cases the adjectives modify the noun from parallel or similar points of view.

The *intelligent, industrious* student. The *red, white, and blue* banner. His arm was *black and blue*.

Adjectives in series are punctuated with a comma after each

adjective except the last, unless two adjectives are connected by *and*. Note the first and second examples above.

*Note:* Unless the adjective is used in appositive position (29b), a comma should never separate the adjective from the noun which it modifies.

c. As successive modifiers (but then only when preceding the noun). Adjectives used as successive modifiers differ from adjectives used in series in that they modify the noun from different points of view. More, each affects the meaning of the adjective which follows. Thus in the first example below *poor* modifies not only *man* but the whole idea expressed by the words *little old man*. Similarly, *little* modifies the whole idea expressed by the words *old man*. Thus *poor*, *little*, and *old* are said to be successive modifiers.

*The poor little old man. That black cat. My latest book. The young Indian girl.*

Adjectives used as successive modifiers are never punctuated.

*Note:* It is important to distinguish between adjectives used in series and adjectives used as successive modifiers. The former should be punctuated, the latter not. A simple test for adjectives in series is to insert mentally an *and* between the adjectives. If the sense is *fully as clear as before*, the adjectives are in series and should be punctuated.

31. Adjectives derived from nouns that should properly be capitalized (see 11) should also be capitalized.

My native land is *England*. (Noun.) I love *English* poetry. (Adjective.)

The English pride themselves on *Shakespeare*. (Noun.) Do you enjoy seeing *Shakespearean* drama? (Adjective.)

32. An **adverb** modifies a verb, an adjective, or another adverb. Adverbs usually answer the questions: Where? When? How? How much?

John swims *rapidly*. (Tells how; modifies the verb *swims*.)

Mary is *completely* happy. (Tells how much; modifies the adjective *happy*.)

We are going *now*. (Tells when; modifies the verb *are going*.)

We are looking *westward*. (Tells where; modifies the verb *are looking*.)

33. Interrogative adverbs are used in asking questions. They are: *how*, *when*, *where*, *why*.

*How* did you sleep? (Modifies *did sleep*.)

*When* did you wake? (Modifies *did wake*.)

*Where* did you sleep? (Modifies *did sleep*.)

*Why* did you leave? (Modifies *did leave*.)

*How* true was his story? (Modifies the adjective *true*.)

*How* late did you stay? (Modifies the adverb *late*.)

### EXERCISE 8

*Directions:* List on a sheet of paper all adjectives and adverbs, the word that each modifies, and the part of speech of that word.

1. The old man was really kind. 2. That stone house was once painted red. 3. My brother was mortally hurt. 4. Forever is a long time. 5. A rose smells sweet. 6. The red, white, and blue flag shall never be furled. 7. Mary sang sweetly. 8. Much time has already been lost. 9. The poor little old woman fell heavily. 10. The bedraggled, decrepit old man feels much better now. 11. Do you feel well? 12. Why won't you go? 13. I can play football well. 14. What reason can you give? 15. I can see much better now. 16. November days are usually gray. 17. She was a beautiful and attractive lady. 18. We have waited too long already. 19. Do you really consider him wise and cautious? 20. That gray horse is mine.

34. Many nouns have frequently an adverbial use; that is, they modify, as an adverb modifies, a verb or an adjective. These nouns may express: limit of motion, time, duration of time, extent of space, measure.

We shall go *home* soon. (Expresses limit of motion; modifies the verb *shall go*.)

What shall we do *today*? (Expresses time; modifies the verb *shall do*.)

I shall be absent a *week*. (Expresses duration of time; modifies the adjective *absent*.)

We shall march ten *miles*. (Expresses extent of space; modifies the verb *shall march*.)

John is forty *years* old. (Expresses measure; modifies the adjective *old*.)

### EXERCISE 9

*Directions:* List on a sheet of paper all nouns used as adverbs and the words they modify, together with the part of speech of each of the modified words.



1. I will excuse you this time. 2. The book cost two dollars. 3. I shall be gone two weeks. 4. He talked two hours longer. 5. The chicken weighed two pounds. 6. I will call on you again next Tuesday. 7. The boy ran forty yards. 8. John is ten years old today. 9. I drove a hundred miles yesterday. 10. I shall be away three days.

35. Most adjectives and adverbs have three forms :

a. The **positive** form is used when no comparison is being made.

John is *tall*. (Adjective.)

John can run *swiftly*. (Adverb.)

b. The **comparative** form is used when a comparison is made between two objects, and only two.

John is *taller* than Albert. (Adjective.)

John can run *more swiftly* than Albert. (Adverb.)

*Note:* When there is no direct comparison involving the use of *than*, usage permits the use of the superlative degree in speaking of two. Careful writers, however, generally prefer the comparative.

Whose God is strongest, thine or mine? (Milton.)

The better part of valour is discretion. (Shakespeare.)

c. The **superlative** form is used when a comparison is made between more than two objects.

John is the *tallest* boy in the school. (Adjective.)

Of all the boys in the school John can run the *most swiftly*. (Adverb.)

The superlative form may also be used for emphasis, without implying comparison.

She had a *most attractive* personality. (Adjective.)

Mr. Smith laughed *most boisterously*. (Adverb.)

d. Note carefully that there are certain adjectives and adverbs which cannot logically have any but the positive form ; viz., *exact, exactly; entire, entirely; single, singly; correct, correctly*.

36. A **phrase** is a group of two or more words used together as a single part of speech, and having no verb. Phrases may be used as adjectives, adverbs, or nouns. According to their use, therefore, phrases may be called **adjective phrases**, **adverb phrases**, or **noun phrases**.

37. A **prepositional phrase** is governed by a preposition. A **preposition** is a connecting word which shows the relation of the noun which follows it (or of any other word or group of words used in place of a noun) to some other word.

The house *on the corner* is white. (The preposition *on* shows the relation of the noun *corner* to the noun *house*. *on* governs the prepositional phrase *on the corner*.)

The boy fell *into the water*. (The preposition *into* shows the relation of the noun *water* to the verb *fell*. *into* governs the prepositional phrase *into the water*.)

38. The noun (or the word or group of words used in place of a noun) following a preposition is said to be the **object** of the preposition. It is therefore in the **objective case**. The objective forms of pronouns should thus be used after prepositions. (For these forms see 18.)

The boys fell, but neither of *them* was hurt.

No one but *him* can go. (*but* is here a preposition.)

*Exception:* Certain possessive forms of the personal pronouns may follow a preposition; viz., *mine, thine, his, hers, ours, yours, theirs*.

John was no friend of *his*.

39. Prepositional phrases are usually used as adjectives or as adverbs. They are then called **adjective phrases** or **adverb phrases**.

The color *of the shirt* was white. (Adjective phrase, modifying the noun *color*.)

The house *on the corner* burned down. (Adjective phrase, modifying the noun *house*. Note carefully that this phrase tells which house, not where the house burned.)

The house stood *on the corner*. (Adverb phrase, modifying the verb *stood*.)

#### EXERCISE 10

*Directions:* List on a sheet of paper all prepositional phrases, noting whether they are adverb phrases or adjective phrases. Note also what word each phrase modifies, together with the part of speech of that word.

1. The boy on the left ran for a long distance and then stopped.
2. No one except the president was ready for the ride.
3. The wind made whispering noises in the tall grass.
4. After the ball John took

Alice to her home. 5. The house on the corner was somewhat different from all the others on that block. 6. Mary was happy at the outcome of the examination. 7. Father fretted at the long wait for the bus. 8. Everyone but him was brave in the face of danger. 9. The beggar was sitting quietly in the corner. 10. Before breakfast everyone should drink a lot of water. 11. No girl but Mary was cheerful at the prospect. 12. Did you wink at any violation of the law by members of your staff? 13. Come with me to the party. 14. Did you tell me a lie about my father? 15. Who besides Mr. Smith can tell the truth about the election?

## EXERCISE II

(Review exercise, parallel with Review Test 2.)

*Directions:* Write in each space at the right the proper number, i. e., that number which in the following table corresponds to the proper description of the underlined word or words.

- |                |                |                        |
|----------------|----------------|------------------------|
| 1. subject     | 4. adjective   | 7. adjective phrase    |
| 2. verb        | 5. adverb      | 8. adverb phrase       |
| 3. verb phrase | 6. preposition | 9. noun used as adverb |
1. The house on the corner has been painted recently. (....)
  2. No player but him could have made such an appeal. (....)
  3. No one could have behaved more gallantly. (....)
  4. The beautiful Indian girl smiled engagingly. (....)
  5. Today is the day for the big race. (....)
  6. John certainly looked well yesterday morning. (....)
  7. Today's meeting is for me distinctly a memorable occasion. (....)
  8. Mary has been quite well and happy since your departure. (....)
  9. The handsome boxer had clearly proved himself competent. (....)
  10. Have you ever seen such a hilarious gathering? (....)
  11. I shall expect you at ten o'clock next Sunday. (....)
  12. Where in the world have you been all week? (....)
  13. I have been greatly disappointed at your carelessness. (....)
  14. The crazy old man stumbled slowly down the porch steps. (....)
  15. Who else would have considered your brother a rascal? (....)
  16. The chicken on the butcher's scales weighed three pounds. (....)

17. On the bookshelf behind the mantelpiece is a fine vase. (....)
18. The broom is standing in the closet, behind the bridge tables. (....)
19. Failures always blame some other person for their own short-comings. (....)
20. What man called your new sale-man impertinent? (....)
21. Smilingly the boxer faced his swarthy opponent. (....)
22. Twenty yards away stood a giant elephant. (....)
23. Those roses in your garden surely smell sweet. (....)
24. In my father's greenhouse grow many kinds of flowers. (....)
25. What have you done with the pencil in your pocket? (....)

40. The **conjugation** of a verb is the systematic arrangement of its forms. If the conjugation of one English verb is known, all others which are complete (except the verb *to be*) may be conjugated according to its model. The student needs first to master: the conjugation of the present tense, active voice, of the verbs *to have* and *to do*; the complete conjugation of the verb *to be*; and the principal parts of the verb to be conjugated.

41. The simple present tense, active voice, of the verb *to have* follows:

*Singular:* I have, you have (thou hast), he has, she has, it has.

*Plural:* We have, you have, they have.

42. The simple present tense, active voice, of the verb *to do* follows:

*Singular:* I do, you do (thou dost), he does, she does, it does.

*Plural:* We do, you do, they do.

43. There follows the conjugation of the verb *to be* in the present, past, and future tenses, indicative mode, together with a synopsis of its conjugation in all other tenses:

*Indicative Mode:*

	<i>Singular</i>	<i>Plural</i>
<i>Present Tense:</i>	I am	we are
	you are (thou art)	you are
	he is, she is, it is	they are

*Past Tense:* I was                      we were  
                   you were (thou wert)      you were  
                   he was, she was, it was      they were

*Future Tense:* I shall (will) be              we shall (will) be  
                   you will (shall) be              you will (shall) be  
                   thou wilt (shalt) be  
                   he will (shall) be              they will (shall) be  
                   she will (shall) be  
                   it will (shall) be

*Perfect Tense:* I have been, etc.

*Past Perfect Tense:* I had been, etc.

*Future Perfect Tense:* I shall (will) have been, etc.

*Subjunctive Mode:*

(Note: Other tenses of the  
*Present Tense:* (if) I be, etc.      subjunctive mode have the  
*Past Tense* (if) I were, etc.      same forms as the correspond-  
    ing indicative tenses.)

*Imperative Mode, Present Tense:* Be (thou, you)

*Participles: Present:* being    *Past:* been    *Perfect:* having been

*Infinitives: Present:* to be                      *Perfect:* to have been

44. The principal parts of a verb are: the present stem, the past tense, and the past participle.

a. Regular verbs form their principal parts by the addition of *-ed* or *-d* to the present stem. Thus the parts of the verb *call* are: *call, called, called*; and the parts of the verb *love* are: *love, loved, loved*.

Normally, regular verbs ending in a single consonant preceded by a single vowel and having the final syllable accented, double the final consonant before the *ed* ending.

brag, bragged, bragged  
 drag, dragged, dragged  
 debar, debarred, debarred

Some regular verbs, through contractions, do not follow the rule. Their parts should be memorized. The most troublesome of these follow:

deal, dealt, dealt	hear, heard, heard
dream, dreamt, dreamt	kneel, knelt, knelt
dreamed, dreamed	lay, laid, laid
dwell, dwelt, dwelt	mean, meant, meant
dwelled, dwelled	pay, paid, paid

The following regular verbs always form their principal parts according to rule. Care should be taken not to spell them otherwise.

attack, attacked, attacked	flow, flowed, flowed
climb, climbed, climbed	lie (to tell an untruth), lied, lied
drown, drowned, drowned	

The verb *dive* is a regular verb, and in writing, the past form should be *dived*. In speech, however, *dove* is allowed. The past participle is always *dived*.

b. Irregular verbs form their principal parts in a variety of ways. These parts must be memorized. The principal parts of the most troublesome irregular verbs are given below:

arise, arose, arisen	ride, rode, ridden
awake, awoke, awaked	ring, rang, rung
bear, bore, borne	rise, rose, risen
begin, began, begun	run, ran, run
blow, blew, blown	set, set, set
break, broke, broken	shake, shook, shaken
bring, brought, brought	shrink, shrank, shrunk
burst, burst, burst	sing, sang, sung
catch, caught, caught	sink, sank, sunk
choose, chose, chosen	sit, sat, sat
come, came, come	slay, slew, slain
do, did, done	speak, spoke, spoken
draw, drew, drawn	spring, sprang, sprung
drink, drank, drunk	steal, stole, stolen
drive, drove, driven	swear, swore, sworn
eat, ate, eaten	swim, swam, swum
fall, fell, fallen	swing, swung, swung
fly, flew, flown	take, took, taken
freeze, froze, frozen	tear, tore, torn
get, got, got	throw, threw, thrown
give, gave, given	wear, wore, worn
go, went, gone	weep, wept, wept
grow, grew, grown	write, wrote, written
know, knew, known	

The parts of the verb *bid* differ according to the meaning. When it means *order*, the parts are: *bid, bade or bid, bidden or bid*. When it means *offer*, the parts are: *bid, bid, bid*.

When the verb *lie* means *recline*, its parts are: *lie, lay, lain*.

When the verb *shine* is intransitive, its parts are: *shine, shone, shone*.

Pres  
Imper

re follows the conjugation of the verb *to break*:

5  
C  
Part  
Present  
Past  
5  
C

Parts: break, broke, broken

Mode: Active Voice

Passive Voice

Present I (we, you, they)

Formed by the present of *to be* plus the past participle; i. e., *I am broken*, etc.

se: break

he (she, it) breaks

itic Present

Formed by the present of *to do* plus *break*; i. e., *I do break*, etc.

None

se:

Dir

uous Present

Formed by the present of *to be*, plus the present participle *breaking*; i. e., *I am breaking*, etc.

Formed by the present of *to be* plus the present participle *being broken*, i. e., *I am being broken*, etc.

se:

1. I

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4. I

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Past Tense:

*I broke*, etc.

Formed by the past of *to be* plus the past participle; i. e., *I was broken*, etc.

itic Past

Formed by the past of *to do* plus *break*; i. e., *I did break*, etc.

None

se:

uous Past

Formed by the past of *to be*, plus the present participle *breaking*; i. e., *I was breaking*, etc.

Formed by the past of *to be* plus the present participle *being broken*; i. e., *I was being broken*, etc.

se:

e Future

*I (we) shall (will) break*  
*you (he, she, it, they) will (shall) break*

Formed by the future of *to be* plus *break*; i. e., *I shall be broken*, etc.

se:

NOTE: For the use of *shall* and *will*, see sections 115-117, 119.

uous Future

Formed by the future of *to be* plus the present participle *breaking*; i. e., *I shall be breaking*, etc.

Formed by the future of *to be* plus the present participle *being broken*; i. e., *I shall be being broken*, etc.

se:

e Present Per-

fect Tense:  
Formed by the present of *to have* plus the past participle *broken*; i. e., *I have broken*, etc.

Formed by the present perfect of *to be* plus the past participle *broken*; i. e., *I have been broken*, etc.

<i>Principal Parts:</i>	break, broke, broken	
<i>Indicative Mode:</i>	<i>Active Voice</i>	<i>Passive Voice</i>
<i>Continuous Present</i>	Formed by the perfect of <i>to be</i> plus the present participle <i>breaking</i> ; i. e., <i>I have been breaking</i> , etc.	None
<i>Perfect Tense:</i>		
<i>Simple Past Perfect Tense:</i>	Formed by the past of <i>to have</i> plus the past participle <i>broken</i> ; i. e., <i>I had broken</i> , etc.	Formed by the past perfect of <i>to be</i> plus the past participle <i>broken</i> , i. e., <i>I had been broken</i> , etc.
<i>Continuous Past Perfect Tense:</i>	Formed by the past perfect of <i>to be</i> plus the present participle <i>breaking</i> ; i. e., <i>I had been breaking</i> , etc.	None
<i>Simple Future Perfect Tense:</i>	Formed by the future of <i>to have</i> plus the past participle <i>broken</i> , i. e., <i>I shall have broken</i> , etc.	Formed by the future perfect of <i>to be</i> plus the past participle <i>broken</i> ; i. e., <i>I shall have been broken</i> , etc.
<i>Continuous Future Perfect Tense:</i>	Formed by the future perfect of <i>to be</i> plus the present participle <i>breaking</i> ; i. e., <i>I shall have been breaking</i> , etc.	None
<i>Subjunctive Mode:*</i>		
<i>Simple Present:</i>	(if) I break	(if) I be broken
<i>Emphatic Present:</i>	(if) I do break	
<i>Continuous Present:</i>	(if) I be breaking	
<i>Simple Past:</i>	(if) I broke	(if) I were broken
<i>Emphatic Past:</i>	(if) I did break	
<i>Continuous Past:</i>	(if) I were breaking	
<i>Imperative Mode:</i>		
<i>Simple Present:</i>	(you) break	(you) be broken
<i>Emphatic Present:</i>	(you) do break	
<i>Continuous Present:</i>	(you) be breaking	
<i>Infinitives:†</i>		
<i>Simple Present:</i>	to break	to be broken •
<i>Continuous Present:</i>	to be breaking	

\* Subjunctive forms are the same for all persons and numbers. Subjunctive forms in tenses not given are identical with those of the indicative.

† For the uses of infinitives see sections 64-70.



<i>Principal Parts:</i>	break, broke, broken	
<i>Infinitives:</i>	<i>Active Voice</i>	<i>Passive Voice</i>
<i>Simple Perfect:</i>	to have broken	to have been broken
<i>Continuous Perfect:</i>	to have been breaking	
<i>Participles: *</i>		
<i>Present:</i>	breaking	being broken
<i>Past:</i>		broken
<i>Simple Perfect:</i>	having broken	having been broken
<i>Continuous Perfect:</i>	having been breaking	

## EXERCISE 12

*Directions:* Cross out the wrong forms.

1. Now that I have (gave, given) you the book, will you tell me why you have not (done, did) what I asked? 2. I would have (sworn, swore) that I had (broken, broke) the ice that (freezed, froze, frozen) in that pail last night. 3. Who has (torn, toren, tore) the pages out of the book that I (gave, given) Jack the other night? 4. I had just (began, begun) to get the furnace started the other day when suddenly the pipes (bursted, busted, burst). 5. If John had (drunk, drank) any more lemonade, it would have (overflowed, overflown) at his mouth. 6. It's been a long time since I (eaten, ate) so much as I (done, did) at the dinner last night. 7. Have you (swam, swum) a lot this summer? No, but I have (dived, dove) a good deal. 8. If John had not (come, came) when he did, I would have (gone, went) to church myself. 9. Has the bell (rang, rung) yet? Yes, you should have (risen, rose) by this time. 10. I have (known, knew) the truth for a long time. Why have you (took, taken) my books when I asked you not to? 11. Hasn't she (sung, sang) well? 12. I (saw, seen) how beautifully John had (wrote, written) the note. 13. John has often (rode, riden, ridden); in fact, he has often (lead, led) the hunt at the club. 14. Has anyone (threw, thrown) my old shoes away? 15. John has just stumbled and (fallen, fell). 16. The trolleys in our town have (ran, run) for the last time. 17. See how much my new dress has (shrank, shrunk) from washing. 18. Since my failure I have (bore, borne) my burdens cheerfully. 19. The criminal would not have been (slayed, slain) if he had (layed, laid) his plans more carefully. 20. Why have you (chose, choosen, chosen) to follow a man who has (sunk, sank) so low in public esteem?

\* For the uses of participles see sections 71-74.

46. The verbs *lie* and *lay*, *sit* and *set*, *rise* and *raise* are often confused. *Lie*, *sit*, and *rise* are intransitive and can never take an object.

Father *lies* (*is lying, lay, has lain*) on his bed.

The dog *sits* (*sat, has sat*) on the front porch.

The curtain *rises* (*rose, has risen*) on the first act.

The verbs *lay*, *set*, and *raise* are usually transitive and must then have an object.

I *lay* (*am laying, laid, have laid*) father on his bed.

I *set* (*set, have set*) the dog on the front porch.

I *raise* (*raised, have raised*) the curtain for the first act.

Note that the verbs *lie*, *sit*, and *rise* imply either motion on the part of the subject of the verb or a continuous position on the part of the subject (*rise*, of course, does not do the latter). On the other hand, the verbs *lay*, *set*, and *raise* have to do with a change of position imparted to the object by the subject.

*Note:* The verbs *lay* and *set* have each several intransitive uses, involving in most cases meanings different from those of *lie* and *sit*. There should be no confusion on this account. It is, however, proper to use *lay* in *The sailors are laying aloft*, and equally proper to use *set* in *The hen is setting on her eggs*.

### EXERCISE 13

*Directions:* Cross out the wrong forms.

1. How long has father been (laying, lying) on the front lawn?
2. The vase has been (setting, sitting) on the hall table for a week.
3. Will the curtain (raise, rise) soon?
4. Please (lay, lie) the books on the hall table.
5. This afternoon I (lay, laid) down for a two hours' nap.
6. Why don't you (sit, set) the lamp on top of the mantelpiece?
7. The new house (sets, sits) well back from the street.
8. John has (laid, lain) a new carpet on the hall stairs.
9. Father has (set, sat) down before the fireplace to read, and mother has (laid, lain) down in the bedroom for a good rest.
10. I wish you would (lie, lay) down on the couch for a while.

47. **Demonstrative pronouns** are used to point out particular person(s), place(s), or thing(s). They must have an antecedent expressed or clearly implied. Demonstrative pronouns include: *this* (*these*), *that* (*those*), *one*, *ones*, *none*, *such*, *the same*, *the former*, *the latter*, *the one*, *the other*, *the first*, *the second*. These

words are not always demonstrative pronouns. They are so called only when they are used to point out a person, place, or thing.

*This* is my car.

*These* are your books.

*That* is John's home.

*Those* were happy days.

(In the foregoing examples there is no expressed antecedent. It is, however, clearly implied.)

The house you bought is a beautiful *one*. (The antecedent of *one* is *house*.)

Did you leave your hat here? I saw *none*. (The antecedent of *none* is *hat*.)

I am a taxpayer. As *such* I demand consideration. (The antecedent of *such* is *taxpayer*.)

John Smith and Albert Jones are both clever politicians. *The former* flatters the people; *the latter* bullies them. (The antecedent of *the former* is *John Smith*. The antecedent of *the latter* is *Albert Jones*.)

48. An indefinite pronoun is used to stand for an indefinite person(s), place(s), or thing(s). Indefinite pronouns always singular in number include: *one, any, much, anybody, somebody, everybody, nobody, anything, something, everything, nothing, little, each, everyone, anyone, someone, no one, either, neither, another*. Indefinite pronouns always plural in number include: *both, many, others*. The indefinite pronoun *some* is singular when it has to do with quantity, plural when it has to do with number. The indefinite pronoun *none* is singular when it means *no one*, plural when it means *no ones*. (In connection with this section see section 51.)

Everybody *is* here. Much *remains* to be done. Have you any shoe polish? There *is* some in the drawer. Where *is* everyone? Some (i. e., some persons) *are* in the back garden; others *have* gone for a walk.

It should be carefully noted that an indefinite pronoun may become the antecedent of a personal pronoun. In such cases care must be taken that the latter agree in person and number with the former.

*Each* of the boys wore *his* hat. (*his* is masculine and singular, to agree with its antecedent *each*.)

*Both* of the men shot *their* guns. (*their* is plural, to agree with its antecedent *both*.)

49. When the antecedent of a pronoun is a noun or a series of nouns modified by one of the indefinite pronouns *any*, *each*, *either*, *neither* (here used as adjectives; see 28b), or by the adjective *every*, the pronoun should be singular. When the series includes both masculine and feminine nouns, the pronoun should be masculine.

*Neither* speaker could deliver *his* prepared speech.

*Every* woman and girl must do *her* share.

*Every* man, woman, and child in the town gave *his* bit.

When in a series of singular nouns connected by *or* the first is modified by *no*, the series is treated as singular, and any pronoun having the series as antecedent is singular. When the series includes both masculine and feminine nouns, the pronoun is masculine.

*No* man or boy should forget *his* duty.

*No* man or woman should neglect *his* health.

50. When the antecedent of a pronoun is a **collective noun** (like *class*, *crowd*, *audience*, etc.), the pronoun is singular when the group as a whole is meant, plural when the individuals in the group are meant. Note that the verb of which the collective noun may be subject is singular or plural on the same basis. (See 52a.)

The class were voting *their* choice for president. (The individuals in the class are meant, as can be seen from the verb, which is plural. *their* is therefore plural, to agree.)

The crowd was enthusiastic in *its* response. (The crowd as a whole is meant, as can be seen from the verb, which is singular. *its* is therefore singular, to agree.)

51. The verb agrees with its subject in person and number.

I sing. (First person, singular.)

The bird sings. (Third person, singular.)

This kind of cards shuffles well. (Third person, singular. Note that the subject is *kind*, not *cards*.)

Note that the verb does not agree with its subjective complement.

My chief annoyance *is* the neighbors' children.

52. Certain nouns, pronouns, and expressions are regarded as singular and take singular verbs.

a. **Collective nouns**, when the emphasis is upon the group as a whole. When the emphasis is upon the individuals, the collective noun is considered plural and takes a plural verb. (Note the agreement of the verbs in the examples in section 50.)

b. The **nouns** *citizens, news, billiards, politics, economics, athletics, mathematics, measles, two-thirds*, and the like.

The latest news *is* favorable. Billiards *is* a scientific game.

c. The **pronouns** *one, anybody, everybody, anyone, everyone, each, either, neither, another, little, much, something*, and the like.

Everybody *has* gone home.

The pronoun *none* may be either singular or plural, depending upon the intent. If it means *no one* or *nobody*, it is singular. If it means *no ones* or *no persons*, it is plural.

None (i. e., no persons) *deserve* glory but the brave.

None (i. e., no ones) of my books *were* lost.

None (i. e., no one) of the boys *is* a cheat.

d. Sums of money, expressions of mathematical problems, measurements, and the like.

Seven times nine *is* sixty-three.

Fifty dollars *is* a lot of money.

Three miles *is* not far to walk.

e. A **compound subject** consisting of singular elements connected by the co-ordinating conjunctions *or, nor, either . . . or, neither . . . nor, not . . . but* (all suggesting an alternate) takes a singular verb. The same is true of a compound subject with singular elements connected by *not only . . . but also, not only . . . but*.

Neither Alice nor Mary *is* going.

When a singular noun and a plural noun are joined by any of these conjunctions, the verb agrees in number with the *nearer* of the two nouns.

Neither Mrs. Jones nor her *children are* going.

Neither the men nor their *leader is* in the parade.

f. A **singular noun** followed by such expressions as: *with, together with, as well as, no less than, including, accompanied by*.

The colonel with his two aides *is* scheduled to arrive today.

53. A compound subject consisting of singular elements joined by *and* or by *both . . . and* is plural and takes a plural verb.

There *go* a man and a dog.

Both Mrs. Jones and her sister *are* visiting friends.

54. Such expressions as *a number of*, *the rest of*, *part of*, *some of*, *a few of*, when followed by plural nouns, are generally considered plural.

A *number* of the listeners *were* restless.

The *remainder* of the crowd *were* holding back.

55. Care must be taken to differentiate between the simple subject and the complete subject. The simple subject is the noun(s), or noun substitute, with which the verb agrees. The complete subject includes also all of the modifiers of the simple subject. (See also 2, 3.)

Neither of the boys *is* ill. (*Neither* is the simple subject; *Neither of the boys* is the complete subject. The verb *is* agrees with *neither*.)

56. While the subject usually precedes the verb, there are certain cases in which it follows:

a. In many interrogative sentences.

Where *is John*?

b. In some exclamatory sentences.

How graceful *are those swans*!

c. When the expletive *there* is used to begin the sentence, or to follow the verb in an interrogative sentence. (The expletive *there* has merely an introductory function and is without meaning in itself when so used.)

There *are* four *boats* on the lake. (*boats* is subject.)

Are there four *boats* on the lake? (*boats* is subject.)

d. When the word order is reversed so that the predicate precedes the subject.

In that white house live some *friends* of mine.

#### EXERCISE 14

*Directions:* Underline each verb, or verb phrase, with a wavy line, each subject with a straight line. Note carefully the agreement of subject and verb.

1. Are there five boys in that car? 2. The old man, together with his lame niece, was badly injured. 3. Every one of the boys was cheer-

ing 4. Another load of boards and timbers has arrived. 5. A man and a boy are hiding there. 6. The main feature of this building is its large rooms. 7. The crowd was most enthusiastic in its response. 8. Neither John nor Mary is here. 9. The class are voting for class officers. 10. Frankfurters and sauerkraut make a good combination. 11. There are a dog and a cat in that basket. 12. Neither the cat nor her kittens were hurt. 13. No one of the men in the cars has brought his gun. 14. Both the boys and their sister Mary have had a good time. 15. The President with the members of his cabinet is coming. 16. The class differ in their opinions of the new instructor. 17. This sort of apples appeals to me because of its bright color. 18. Neither the horse nor the wagon was of a prepossessing appearance. 19. Seldom is a young man or a young woman wise in his solution of difficulties. 20. Come to the tea-party today.

## EXERCISE 15

*Directions:* Cross out the wrong forms; then write in the spaces the correct ones.

1. (Are, Is) there an apple or an orange on the kitchen shelf? .....
2. Neither the horses nor their owner (were, was) hurt by the collision. ....
3. The hen with ten of her chickens (was, were) drowned. ....
4. Corned beef and cabbage (go, goes) well together. ....
5. No one of all the men and women present (is, are) telling the truth about the accident. ....
6. This kind of pears (are, is) most delicious. ....
7. There (is, are) two pencils on the mantelpiece. ....
8. Neither the woman nor her children (have, has) recovered from the accident. ....
9. The chief product of this farm (is, are) apples. ....
10. There (are, is) a cow and two calves in the pasture. ....
11. The mob (was, were) soon dispersed by the police. ....
12. Neither John nor Mary (was, were) able enough for the job. ....
13. Each of the women (was, were) waiting for someone. ....
14. The company (were, was) amused at the story, each in his own way. ....
15. The pilot as well as his passengers (were, was) overjoyed at the safe landing. ....

## EXERCISE 16

(Review exercise, parallel with Review Test 3.)

*Review.* In preparation for this exercise, Exercise 8 (p. 17) and sections 23c, 32, 44, and 46.

*Directions:* Cross out the wrong forms; then write in the spaces the correct ones.

1. How (sweet, sweetly) that syrup tastes! .....
2. Why have you (drunk, drank) so much of the milk? .....
3. (Is, Are) there a pencil or a pen on the desk? .....
4. That bouquet is (real, really) attractive. ....
5. How long has that man been (lying, laying) on the floor? .....
6. Neither the carpenters nor the plumber (have, has) come to work this morning. ....
7. My new watch together with my wife's jewelry and money (has, have) been stolen. ....
8. Do you feel (bad, badly) today? .....
9. Waffles and honey (make, makes) a delicious evening repast. ....
10. The typewriter is still (sitting, setting) on the table in the back hall. ....
11. I have just (broke, broken) your new vase. ....
12. No one of the members of the two organizations (has, have) forgotten the excursion. ....
13. This variety of roses (are, is) the most popular of all this year. ....
14. There (are, is) paper and pencils in the next room. ....
15. I just (seen, saw) an amazing sight. ....
16. Neither the president nor his advisers (has, have) yet decided on the new policy. ....
17. Yesterday father (lay, laid) two new carpets on the first floor. ....
18. One of the chief difficulties of the administration (is, are) crop surpluses. ....
19. Has Mr. Smith (begun, began) his new house yet? .....
20. How long has Mrs. Work (set, sat) in that old chair? .....
21. Have you (rode, ridden, ridden) in an airplane yet? .....
22. The crowd (was, were) cheering the speaker to the echo. ....
23. Won't you (lie, lay) down for an hour or two? .....



24. Has the bread (raised, risen) yet? .....  
 25. Have you (laid, lain) in the hammock long? .....

57. The **compound personal pronouns** *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves* are used by careful writers in one of the following ways only:

a. As **intensives**, to emphasize the noun or pronoun referred to.

I *myself* saw the murder. John shot the deer *himself*.

b. As **reflexives**, to express the action of the subject upon itself. The reflexive pronoun may be either the direct object or the indirect object.

I cut *myself*. The boys lost *themselves*. (Direct objects.)

I made *myself* a strange weapon. (Indirect object.)

c. With reflexive force after prepositions, but always referring to the same person as the subject.

I bought these books for *myself*.

58. There are two **reciprocal pronouns**: *each other* and *one another*. They show a mutual exchange of acts or feelings.

The duellists wounded *each other*.

The three boys envied *one another*.

It should be noted that *each other* is used when the number of the subject noun or pronoun is *two*; *one another*, when that number is more than two.

59. When one noun (or noun substitute; i. e., noun phrase or noun clause; see sections 66, 78, 108) follows another without any conjunction, preposition, or verb between them, and when the second noun describes or points out the first, the second is said to be in **apposition** with the first.

John Smith, a fourteen-year-o'd boy, was the next performer.

(*boy* is in apposition with *John Smith*.)

My old friend John is ill. (*John* is in apposition with *friend*.)

The latest comers, Jim and his father and I, could find no seats.

(*Jim, father, and I* are in apposition with *comers*.)

60. **Appositive elements** are not punctuated when they are *restrictive*; i. e., when they serve to identify the nouns or pronouns with which they are in apposition. In such cases the appositive element answers the question *Which particular?* The second ex-

ample in section 59 shows the noun *John* in restrictive apposition.

Appositive elements are set off by commas when they are *non-restrictive*; i. e., when they do not serve to identify, but merely give additional information. For examples see the first and third examples in section 59.

**61. Appositive elements** have the same case as the nouns or pronouns with which they are in apposition.

We boys, John and I, will come. (*John and I* are in the nominative case, to agree with *we*.)

Mr. Smith presented us boys, John and me, with a new bicycle. (*John and me* are in the objective case, to agree with *us*.)

#### EXERCISE 17

*Study:* In addition to the sections immediately preceding, the following sections: 14d, 14e, 16, 18, 19, 23b, 38, 48-50.

*Directions:* Cross out the wrong forms.

1. No woman but (she, her) could give the answer. 2. No one of the girls could find (her, their) hat. 3. The speaker was (I, me, myself). 4. (Who, Whom) are you talking about? 5. The crowd could not contain (their, its) enthusiasm. 6. Several of the boys—John, Albert, Roger, and (I, me, us)—are going to the seashore. 7. Each of the women in the cars wore (their, her) best hat. 8. Tell Mary and (he, him) the secret of your success. 9. (We, Us) boys will have a good baseball team. 10. (Whom, Who) did you select for the position? 11. The jury are divided in (its, their) opinion. 12. Jane, Mary, and (I, me) will not go to the party. 13. (Whom, Who) in your opinion will make the best president? 14. Between you and (I, me, myself) I believe the captain's statement. 15. Could Mary really have hated (we, us) boys? 16. The victims of the practical joke were John, Mr. Smith, and (I, me). 17. Neither boy could find any trace of (his, their) skates. 18. Father is taking three of the girls—Mary, Alice, and (I, me)—to the theater. 19. Show Mary and (I, me) your latest pictures. 20. Every man, woman, and child must do (his, their) duty.

**62. The possessive case of singular nouns** is formed by adding 's.\*

\* It is permissible in the case of some singular nouns ending in *s* or *z* sounds (and preferable in the case of nouns having two or more syllables and not ac-

The *boy's* glove.      *James's* hat.      Mr. *Burns's* car.

The possessive case of **plural** nouns ending in *s* is formed by adding an apostrophe. (For the formation of the plural see section 12.)

The *girls'* bicycles.      The *Joneses'* car.

The possessive case of **plural** nouns ending in a letter other than *s* is formed by adding *'s*.

*Women's* dresses.

63. The possessive case should not be used to denote possession by inanimate objects, an illogical supposition. Use a prepositional phrase. (Note, however, section 28c-2 *carefully*.)

The *car's* motor. (Illogical.) The motor *of the car*. (Logical.)

#### EXERCISE 18

*Study:* In addition to the sections immediately preceding, sections 12, 28d-1 note, 28c-2, 34

*Directions:* Cross out the wrong forms.

1. John said the book was his, but Helen insisted it was (hers', hers, her's).
2. The (house's color, color of the house) was a beautiful green.
3. The (ladie's, ladys', ladies') hats were beautiful.
4. Who has seen the (children's, childrens') skates?
5. Did anyone take (Amo's, Amos's) pencil?
6. Give me a (dime, dimes, dime's) worth of candy.
7. We will pay you two (months, months', month's) salary in advance.
8. Have you seen the (Jone's, Jones', Jonese's, Joneses') new car yet?
9. I thought the book was (your's, yours, yours'), but the Smith boys said that it was (theirs, their's, theirs').
10. Who broke Mr. (Jone's, Jones's) window?

#### EXERCISE 19

(Review exercise, parallel with Review Test 4.)

*Directions:* Cross out the wrong forms; then write in the spaces the correct ones.

1. None of the men but (he, him) could give the correct answer. ....
2. Send both of us, my brother John and (I, me), your new address. ....

cented on the final syllable) to form the possessive by the addition of the apostrophe at the end. However, all such nouns may correctly have their possessives formed by the addition of *'s*.

3. (Who, Whom) were you writing to yesterday afternoon? .....
4. Every boy went and got (his, their) own overcoat. ....
5. Mary claimed that the new book was (her's, hers, hers'). .....
6. Can anyone answer my question besides (him, he)? .....
7. Shall (we, us) boys pay for that broken window? .....
8. The woman on the far corner is (she, her). ....
9. The black dog wagged (it's, its', its) tail eagerly. ....
10. (Who, Whom), then, can be considered the most able man for the post? .....
11. Will you lend John and (I, me, myself) your new football? .....
12. Who has the (women's, womens') belongings? .....
13. Three of (us, we) boys are going to the baseball game this afternoon. ....
14. The committee were at odds as to (its, their) reply. ....
15. Who has seen the (Davis', Davis's, Davises', Davise's) new house? .....
16. The five boys in my class surely know (each other, one another) quite well. ....
17. The officers of the club, John and Mabel and (me, I), will meet tomorrow night. ....
18. Each of the men and boys will give (his, their) help. ....
19. Will you really take (us, we) boys to the Christmas party? .....
20. Two (dollar's, dollars, dollars') worth of two-cent stamps will be sufficient. ....
21. I am going away to the Adirondacks for a (weeks, week's, weeks') vacation. ....
22. (Who, Whom) should the club choose as caretaker? .....
23. That new cake must be cut into three parts for Mary, Mabel, and (I, myself, me). ....
24. Every boy and girl should study (his, their) lessons every evening. ....
25. Between you and (me, I), I need a new car badly. ....

64. **Verbals** are those forms of the verb which may be used as nouns or adjectives. Certain verbals may also be used as adverbs in the same way as a noun may be so used. (See 34.) **Verbals** include **infinitives**, **participles**, and **gerunds**.\*

\* Infinitives and participles are used also as part of verb phrases.

65. An infinitive is that form of the verb which *refers* to an action or to a state of being without *asserting* it, and which usually is preceded by the preposition *to*, which is in such cases the *sign* of the infinitive. The *to* is sometimes omitted when the infinitive follows a transitive verb. (For the forms of the infinitive see 43, 45.)

An infinitive, commonly used as a noun, may also be used as a modifier; i. e., adjective or adverb.

I would have liked *to go*. (*to go* is used as a noun, here object of the verb phrase *would have liked*.)

You need not *go*. (The infinitive *go*, the sign *to* omitted, is used as a noun, here object of the verb *need*.)

I gave him a whistle *to blow*. (*to blow* is used as an adjective, here modifying the noun *whistle*.)

He found the principle difficult *to grasp*. (*to grasp* is used as an adverb, here modifying the adjective *difficult*.)

66. An infinitive, retaining its verbal characteristics save the power of asserting, may be modified by any adverbial construction and may be followed by any construction which may follow a verb. (See 25.) The infinitive together with the words it governs (i. e., its modifiers, objects, etc.) is called an **infinitive phrase**. Infinitive phrases may be noun phrases, adjective phrases, or adverb phrases.

I want *to go to the party*. (Noun phrase, object of the verb *want*. *to go* is modified by the adverbial phrase *to the party*.)

It seems *to be she*. (Noun phrase, subjective complement. *she* is subjective complement after *to be*; see 68.)

They decided *to elect him president*. (Noun phrase, object of the verb *decided*. *to elect* is followed by the direct-object-objective-complement construction.)

He had a duty *to perform yesterday*. (Adjective phrase, modifying the noun *duty*. *to perform* is modified by the noun *yesterday*, here used as an adverb; see 34.)

That question is difficult *to decide properly*. (Adverb phrase, modifying the adjective *difficult*. *to decide* is modified by the adverb *properly*.)

67. The infinitive when referring to an action performed by some agent other than the subject of the sentence must be preceded by a noun or pronoun representing this agent. This noun or pronoun is in the **objective case**, but it is said to be the "sub-

ject" of the infinitive; i. e., it is the subject of the action referred to by the infinitive.

John thought it hard for *her* to go. (*her* is subject of the infinitive; *her to go* is the infinitive phrase.)

They heard *him* speak. (*him* is the subject of the infinitive *speak*, the *to* being here omitted, *him speak* is the infinitive phrase.)

When these conditions are not observed, the infinitive has no subject and is said to be **dangling**. The result is illogical, incoherent expression.

To play golf well, the feet must be in the proper position. (The *feet* do not play golf. The infinitive is dangling.)

To play golf well, the golfer must keep his feet in the proper position. (Correct, *golfer* is understood as the subject of the action referred to by the infinitive *to play*.)

68. The infinitive *to be* following verbs like *seem* and *appear* may be considered part of a verb phrase. In such cases the verb phrase is followed by a subjective complement.

That man appears to be *lame*. (*lame* is subjective complement, an adjective modifying the noun *man*.)

That woman seems to be *she*. (*she* is subjective complement, nominative case.)

69. When the infinitive *to be* has an *expressed subject* immediately preceding, it is followed by the objective case. The subject is, of course, also in the objective case. (See 67.)

We thought the woman to be *her*. (*woman* is the expressed subject of the infinitive *to be*, which is therefore followed by the objective case.)

70. Care must be exercised in using the correct forms of the infinitive. (For the forms see 43, 45.) The *present infinitive* indicates the same time as that of the nearest verb. The *perfect infinitive* indicates a time prior to that of the nearest verb.

I want *to join* you. (Both verb and infinitive indicate present time.)

I wanted *to join* you. (Both verb and infinitive indicate past time.)

I find the expense *to have exceeded* our estimate. (The verb indicates present time, but the infinitive indicates a previous time.)

I reported the enemy *to have left*. (Here again the infinitive indicates a time prior to that of the verb.)

When it is desired to indicate a future time by the infinitive, a modifier is generally used.

I want *to join* you *tomorrow*. (*tomorrow* modifies the infinitive *to join*.)

Special care should be used to select the proper tense of an infinitive following a conditional verb phrase of the verbs *like*, *decide*, and similar verbs. After these verbs it is illogical to use a perfect infinitive. We commonly hear *I should like to have gone*, but such a colloquialism should be carefully avoided in writing. Note the following correct examples of the use of the infinitive after this verb.

I should like *to go* now. (Present.)

I should have liked *to go*. (Past.)

I should like *to go* tomorrow. (Future.)

#### EXERCISE 20

*Directions:* List on a sheet of paper all infinitive phrases and write an explanation of the grammatical use of each.

1. To answer would be folly. 2. I would be foolish to reply. 3. He asked me to go downtown for a newspaper. 4. To make a good cake, the cook should follow directions carefully. 5. John tried in vain to make me obey him. 6. Did you hear the bell ring? 7. I have a job to do. 8. The men were willing to come. 9. It is too early to leave. 10. To listen is to hear. 11. We came to play tennis.

#### EXERCISE 21

*Directions:* Some of the following sentences are correct, others incorrect. Mark the former C, the latter X. Write out the reason for each error you find. Then revise the sentence to eliminate the error.

1. To make biscuits, the directions of the cookbook should be carefully followed. 2. Last night I should have liked to have seen the show. 3. To play baseball successfully, a team must be always on the alert. 4. To make good pottery, careful workmanship must be used. 5. John would have liked to have seen the cattle show. 6. To tell the truth, I don't care much for that picture. 7. Mary would have preferred to listen rather than to talk. 8. Why would you have liked to have said something at the meeting yesterday? 9. To

play tennis successfully, the feet must be at all times in the proper position. 10. To listen to her, one would think her most self-centered.

71. A participle is a verbal adjective; i. e., a word derived from a verb and used as an adjective. (For the forms of the participle, see 43, 45.)

*A hunted man.*                      *The swimming boy.*

*I saw him swimming.* (Modifies *him*.)

A participle may be used in any place allowable for a simple adjective. (See 29.)

*The statement was damaging.* (Subjective complement.)

*He thought the man beaten.* (Objective complement.)

72. A participle, retaining its verbal characteristics except the power of asserting, may be modified by any adverbial construction and may be followed by any construction which may follow a verb. (See 25.) The participle together with the words it governs (i. e., its modifiers, objects, etc.) is called a **participial phrase**. Participial phrases are always **adjective phrases**.

*Going to the party*, John met Alice. (Modifies *John*. The participle *going* is modified by the adverb phrase *to the party*.)

*I frequently have trouble lighting my pipe.* (Modifies *I*. The participle *lighting* has as its object the noun *pipe*.)

73. The participle, being a verbal adjective, must always have a noun or a pronoun to modify. When it has not, it is said to be **dangling**. The result is illogical, incoherent expression.

*Coming down the street*, the roses were in full bloom. (The *roses* do not come down the street. The participle is dangling.)

*Coming down the street*, we saw the roses in full bloom. (Correct. *we* is understood as the subject of the action referred to in the participle *coming*; moreover, *coming* modifies *we* and thus cannot be dangling.)

74. Care must be exercised to use the correct tense of the participle. (For the tense forms see 43, 45.) The present participle indicates the same time as that of the nearest verb; the perfect participle indicates a prior time.

*Being tired of waiting*, John left. (The time of verb and participle is the same.)

*Having waited an hour*, John left. (The time of the participle is prior to that of the verb.)



75. A special kind of participial phrase is called an **absolute phrase**. The absolute phrase contains a noun (or pronoun) and the participle which modifies it, together with the other modifiers of the noun and those words governed by the participle. This phrase, however, is independent grammatically from the rest of the sentence. It is always set off by commas.

*The sun having set*, John went home. John thought, *all things considered*, that he had no excuse to offer.

The principal noun or pronoun of an absolute phrase is in the *nominative case*. This use of the nominative case is said to be the *nominative absolute*. In the above examples, the nouns *sun* and *things* are nominative in case.

An absolute phrase approximates in meaning an adverbial clause introduced by *as soon as*, *since*, *when*, *because*, or some similar conjunction. (For adverbial clauses, see 103, 104.) Thus, *the sun having set* might be expressed as follows: *When* (or *as soon as*) *the sun had set*.

In the hands of inexperienced writers the absolute phrase frequently becomes awkward. When the idea can be exactly expressed by an adverbial clause, the latter is usually to be preferred.

76. A noun or pronoun directly addressed is in the **nominative case**. This use of the nominative case is called **nominative of address**. It is always set off from the rest of the sentence by commas.

*John*, are you coming?

I am confident, *John*, of your honesty.

77. A **gerund** is a verbal noun ending in *-ing*. It has the same forms as the participle, when those forms end in *-ing*. (See 43, 45.) Thus a gerund is derived from a verb and used as a noun.

*Swimming* is good exercise.

I like *riding*.

78. A gerund, retaining its verbal characteristics except the power of asserting, may be modified by any adverbial construction and may be followed by any construction which may follow a verb. (See 25.) Since it is a noun, it may also be modified by

an adjective. The gerund together with the words it governs (i. e., modifiers, objects, etc.) is called a **gerundive phrase**.

After *hard riding for two hours*, they reached the hals. (Noun phrase, object of the preposition *after*, *riding* is modified by the adjective *hard* and by the adverb phrase *for two hours*.)

Can you explain *John's asking me that question*? (Noun phrase, object of the verb phrase *can explain*, *asking* is modified by the possessive *John's* and is followed by the direct-indirect-object construction)

79. The **possessive case** of the noun or pronoun is used as subject of the gerund to express:

a. The idea that the noun or pronoun represents the agent of the action referred to in the gerund.

Did you ever hear of *my singing*?

When did you learn of *John's arriving*?

*Note*: The **objective case** of the noun or pronoun is also used as subject of the gerund. It is important to recognize the difference in use of the two cases. A simple test to determine which case should be used with the gerund is to try to substitute for the gerund and its subject an infinitive with the same subject. If the substitution is possible *without otherwise changing the wording of the sentence*, the objective case of the noun or pronoun should be used.

I saw *him entering* the house. I saw *him enter* the house. (Objective case.)

I enjoyed *Melba's singing*. (Possessive case; no infinitive substitution possible.)

b. The idea that the noun or pronoun represents the recipient of the action referred to in the gerund. In this case the gerund form is passive.

Did you hear of *my being expelled*?

*Note*: The possessive case is similarly used with nouns expressing a verbal idea.

Did you hear of *John's arrival*? (Here the possessive is used to denote the agent of the arriving.)

Did you hear of *John's expulsion*? (Here the possessive is used to denote the recipient of the act of expelling.)

80. When a gerund precedes the subject of a sentence, that subject must be understood as the subject of the action expressed

by the gerund (object of the action when the gerund form is passive). Otherwise the gerund is **dangling**. In such case the result is illogical, incoherent expression.

After walking up the mountain, the sun began to rise. (The *sun* did not walk up the mountain. The gerund is dangling.)

After walking up the mountain, we saw the sun rise. (Correct. *we* is understood as the subject of the action referred to by the gerund.)

81. Verbal phrases (i. e., infinitive, participial, and gerundive phrases) preceding the subject of a sentence should be set off by a comma. See the examples in 67, 72-74, 78, 80.

#### EXERCISE 22

*Directions:* List on a sheet of paper all gerunds and participles and write an explanation of the grammatical use of each. (Note: Omit participles used as part of verb phrases.)

1. Listening to him, I became reassured as to my undertaking.
2. The trickling stream seemed about to cease at any moment.
3. The day being fair, we decided on continuing our journey.
4. The girl hit by the baseball will be in bed for two weeks.
5. Swimming is excellent exercise.
6. I prefer playing to working.
7. My fear of being mistaken makes me keep silent.
8. His continued silence is most provoking.
9. The coming of his friends caused him to stop writing.
10. A great branch, broken from a huge oak tree by the storm, lay obstructing our path.

#### EXERCISE 23

*Directions:* Some of the following sentences are correct, others incorrect. Mark the former C, the latter X. Write out the reason for each error you find. Then revise the sentence to eliminate the error.

1. The dam is in good condition, being built only last year.
2. Running down the street, the sun was rising.
3. Coming upon her quickly from behind, he grasped her about the waist and lifted her from her feet.
4. After answering three questions wrong, the instructor told the student to sit down.
5. Our work finished, it was time to leave.
6. John was lame, resulting from his being kicked by a horse.
7. Instead of pinning her hat on, it was set loosely on her head.
8. Traveling along the main highway at sixty miles an hour, a

collision with another car occurred. 9. Walking for two hours over the sandy beach, I suddenly felt exhausted. 10. In seeming not to notice John's error, I was being tactful indeed. 11. Having played for hours in the sunshine, the children developed severe cases of sunburn.

## EXERCISE 24

*Directions:* List on a sheet of paper all infinitive phrases and all participles and gerunds. Write an explanation of the grammatical use of each. (Note: Omit participles used as part of verb phrases.)

1. Coming down the country lane, I saw the sun rise above the glistening tree-tops. 2. I told John to start the engine going. 3. After stopping to watch the children playing, I decided to go on to my scheduled destination. 4. Waiting for John to come proved irritating in the extreme. 5. Struck by his lack of enthusiasm, I felt disappointed in the whole operetta. 6. The old lady, amused by the entertaining episode, failed to note the plotting going on behind her. 7. Make John do the job well. 8. It is too late to begin. 9. Listening, I felt glad to hear her answer. 10. The best exercise of all is swimming. 11. The car having passed, we decided to cross the street. 12. Since coming to your party, I have felt like leaving. 13. I have come to interview your cousin about having her photograph taken for the newspaper. 14. I have much work to do in connection with repairing that broken chair.

## EXERCISE 25

*Study:* Sections 66-69, 79.

*Directions:* Cross out the wrong forms.

1. Did you enjoy (John, John's) playing? 2. Did you expect the newcomer to be (he, him)? 3. What do you think of (him, his) being selected for that job? 4. The people coming up the drive seem to be (they, them). 5. I saw (Albert, Albert's) writing the letter. 6. (Who, Whom) did you ask to go along with us? 7. I wonder (who, whom) to send with the message. 8. I certainly imagined (he, him) to be far away. 9. (Who, Whom) should be made to go with us to the court? 10. What do you think of (John, John's) sending that message?

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## EXERCISE 26

(Review exercise, parallel with Review Test 5.)

*Directions:* Cross out the wrong forms, then write in the spaces the numbers of the correct forms.

1. Have you heard of (1. John, 2. John's) marrying Mary Smith? (..)
2. To master grammar, (1. many practice exercises are needed, 2. the student needs many practice exercises). (..)
3. Playing masterfully upon the emotions of his listeners, (1. the speaker urged them not to wait, 2. they were urged by the speaker not to wait). (..)
4. Albert was sick (1. caused by, 2. as a result of) his wetting in that rainstorm. (..)
5. I heard (1. Alice, 2. Alice's) singing a very sweet song in church this morning. (..)
6. To be well dressed, (1. I need not just a suit of clothes, 2. not just a suit of clothes is needed), but a complete wardrobe. (..)
7. Having treated the wounded man, (1. he was taken, 2. the doctor ordered him taken) to the hospital. (..)
8. Catherine would (1. have liked to have played, 2. like to have played, 3. have liked to play) bridge that afternoon. (..)
9. (1. Who, 2. Whom), under such circumstances, should be accepted as eligible? (..)
10. After singing two more hymns, (1. the shouts of a drunken man disturbed the congregation, 2. the congregation was disturbed by the shouts of a drunken man). (..)
11. I would have decided (1. to go, 2. to have gone) except for the miserable weather. (..)
12. To work successfully, (1. one's interest in his task must be sincere, 2. one must have a sincere interest in his task). (..)
13. Mary would (1. like to have gone, 2. have liked to go, 3. have liked to have gone) to the theater with you last night. (..)
14. (1. Whom, 2. Who) would you like to go with you to the automobile show next week? (..)
15. On account of (1. John, 2. John's) breaking that window, we were cold all last night at our house. (..)
16. Three sheep, separated from the rest of the flock (1. because of, 2. caused by) a deep gully, were bleating piteously. (..)

17. John will be twenty-one next June, (1. being, 2. having been) born in the year 1903. (..)
18. Broken in spirit, (1. the man was indeed pitiable, 2. one could not help pitying the man deeply). (..)
19. (1. Who, 2. Whom) do you believe to be the best man for that new position in the bank? (..)
20. Marching steadily to the westward, (1. the sun shone in our faces all afternoon, 2. we had the sun in our faces all afternoon). (..)
21. (1. Waiting, 2. Having waited) for two hours, we decided to leave. (..)
22. That tall man on the corner seems to be (1. he, 2. him). (..)
23. Before starting on your trip, (1. your equipment should be checked over, 2. you should check over your equipment) thoroughly. (..)
24. They believed the marauder to have been (1. me, 2. I). (..)
25. I was surprised at (1. him, 2. his) being awarded the first prize. (..)

82. A **simple sentence** contains one subject and one predicate. The subject may be simple or compound (i. e., a series; see 3), and the predicate may be simple or compound (see 5); but the whole predicate refers to the whole subject.

83. Normally there is no punctuation between subject and predicate; that is, for the purpose of separating them.

84. When a compound predicate has two members connected by the co-ordinating conjunction *but*, and when there is strong contrast expressed between the members or these members are long and involved, a comma may precede the *but*.

John hesitated timidly for a long time, but finally began his speech with decision and force.

85. A **compound sentence** is composed of two or more simple sentences grouped together and punctuated as a single sentence. The punctuation between these sentences is:

- a. A comma when two such simple sentences (sometimes called *main clauses*) are connected by a co-ordinating conjunction. The comma is placed *before* the conjunction. \*

French seems easy enough, but I could never do anything with it.

Mary has gone to the grocery, and John is in bed with a broken leg.

*Note* These compound sentences, like all compound sentences, could be written as separate simple sentences. In such cases the conjunctions would ordinarily be omitted.

French seems easy enough. However, I could never do anything with it.

Mary has gone to the grocery. John is in bed with a broken leg.

- b. A semi-colon when there is no co-ordinating conjunction.  
John isn't really lazy; he can work hard enough at his favorite tasks.

- c. Commas when three or more such simple sentences are short. These elements are punctuated like any series.

Mary is upstairs, father is fixing the furnace, and the maid is in the kitchen.

- d. Semi-colons when three or more such simple sentences are long or involved.

The preparation of manuscript is a long and laborious process for the most painstaking of persons; the careful reading of it for errors of all kinds, to make matters worse, is still more laborious; and the final typing, in many cases, is enough to give almost anyone a series of nightmares.

**NOTE:** The compound sentence is used to express a closer relation between ideas than would be possible if the simple sentences composing it were written separately.

### EXERCISE 27

*Review:* Section 8.

*Directions:* Underline each verb, or verb phrase, with a wavy line, each subject with a straight line. Then punctuate. Use no marks of punctuation not called for by the rules thus far studied. Do not omit end punctuation.

1. Albert wanted to go to the theater last evening but his mother refused him permission 2. I had hoped to be able to leave for my vacation this morning however, unexpected developments in my business have forced me to delay my departure until tomorrow 3. Come along with us we want you 4. What unhappy circumstance has brought you to this sorry pass have you lost your money 5. A good name is indeed highly to be prized there is no substitute for it 6. Go to the ant consider her ways and be wise 7. First I prepared the material for publication and then I turned it over to the editors for revision 8. You may not believe my statement nevertheless it is true 9. You may accede to my request or you may take the

consequences 10. John was seriously injured in an automobile accident last night in fact he was taken to the hospital 11. There are many ways to solve that problem but there is only one direct way 12. What a beautiful moon there was last night what exquisite music the orchestra played 13. You had better take steps to fulfill your obligations to me at once otherwise there will be trouble 14. We were in imminent danger of our lives at any moment the building was likely to collapse 15. The President believes whole-heartedly in the principles behind this measure and therefore he will be much pleased at its passage 16. What do you think of the proposed improvements in the park will they not make it much more attractive 17. It will be much to your interest to support this campaign besides, your support will give me much pleasure 18. Father was eager to buy a new radio but mother did not think the expense justified 19. The proposed law will help the financial structure of the nation moreover, it will decrease the ranks of the unemployed 20. It was a beautiful morning not a cloud was to be seen in the sky

86. Any series of like grammatical elements (nouns, pronouns, nouns and pronouns, verbs, infinitives, participles, gerunds, adjectives, adverbs, phrases, or clauses) which takes the form *a*, *b*, and *c*, should be punctuated after every element in the series except the last. A series of the form *a* and *b* should not be punctuated. (See also 9.)

John, Albert, and I are going.

The girls sang, played the piano, and told fortunes.

He was a man of great courage, of excellent physique, and of good judgment.

The cows lowed, the horses whinnied, and the hens cackled.

#### EXERCISE 28

*Review:* Sections 9, 10a, 30b, 30c.

*Directions:* Punctuate according to the rules thus far studied, no others. Do not forget end punctuation.

1. The poor little old woman waited in the cold for the street-car
2. The band played the flags waved and the crowd shouted 3. Why didn't you go to the assistance of that helpless embarrassed woman
4. I came I saw I conquered 5. English German and Italian flags fluttered in the breeze 6. The three foremost virtues are faith hope and charity but of these the greatest is charity 7. We went to the show hoping for the best fearing the worst and prepared to be considerate of the feelings of the author 8. John ran down the walk



shouted to his father and then darted back into the house 9. The team pressed forward steadily powerfully and relentlessly 10. He was a true friend in most ways but he would always listen to scandal about his neighbors 11 His charming little five-room cottage was not expensive nor in a good neighborhood nevertheless he would not have traded it for the finest best located house in the city 12. The vegetables on sale at our store are freshly picked nutritious and inexpensive 13. The man on the corner turned on his heel and then suddenly began to run 14. The old man and his long-eared hound disappeared slowly in the distance 15. What a delightful trip Mr. Smith and his wife picked out for us 16. All was not well underhand activity was disturbing the peace and happiness of our little group and John Abrams was the cause of it all 17. John leaped to his feet jumped over the low wall enclosing the garden and ran after the thief at top speed 18. The wide limitless expanse of the prairie extended beyond the vision of the travel-worn Indian girl 19 Every man woman and child should be ready to do his duty 20. Having harnessed and fed the team, Jack was ready to begin his day's work of ploughing harrowing and seeding the field back of the barn

87. Parenthetical elements should be set off by commas from the rest of the sentence. These elements include, besides those given in sections 60, 75, and 76, the following :

a. Mild exclamations.

*Alas*, mother is very ill.

*Oh*, I don't know about that.

b. *Yes*, *no*, *surely*, *indeed*, *certainly*, and similar words when used at the opening of a sentence with the force of a complete statement or reply.

*Certainly*, I cannot do otherwise. *Yes*, I will come tomorrow.

c. Parenthetical elements used to indicate the character of the statement. These include words, phrases, and clauses.

This situation, *of course*, was unbearable.

Your statement, *in other words*, is an unmitigated lie.

His position was, *he believed*, unassailable.

d. *However* and *moreover*.

It is cold now; *moreover*, it is likely to be colder tonight.

I will not go; I will, *however*, send a substitute.

88. Successive items in dates, addresses, geographical names, and references should be separated by commas. A comma should always follow the last item.

On May 14, 1921, John Smith lived at 24 North Avenue, Plainfield, New Jersey, next door to my father.

At Worcester, Massachusetts, there is an insane asylum.

"All went merry as a marriage bell" is found in Byron's *Childe Harold*, Canto III, stanza 21.

#### EXERCISE 29

*Directions:* Punctuate according to the rules thus far studied, no others.

1. It was he thought a dangerous precedent under the circumstances 2. What do you think John about the new treasurer 3. My Uncle John a member of the carpenters' union for many years has decided to resign 4. Certainly my brother John has lived at 44 Stone Street East Orange New Jersey ever since November 1 1914 5. Alas there was nothing to do with the poor lame dog he had breathed his last 6. Yes he has I believe lived there for at least forty years 7. In my opinion John no woman is more beautiful 8. It seemed strange his former interest in Miss Smith considered for him to refuse to attend her birthday party 9. On March 14 1932 we took a trip to visit my parents at Schenectady New York 10. No Mary there is nothing more to be said on the subject you must go 11. My sister Mary to tell the truth is not the most intelligent person in the world 12. Sadly enough we found ourselves soaked to the skin and unable to proceed 13. Oh can't you get him to come to the party 14. Mother her mind being now at rest will probably decide to come 15. Moreover she will enjoy herself I am sure 16. I have asked John Smith an old bricklayer of my acquaintance to join the men's class 17. The deer strange to say paid no attention to the bulldog 18. What reason could they have had for coming at least today 19. What John don't you see the force of my argument 20. What a fine man John Smith our president is

#### EXERCISE 30

*Review:* Section 81.

*Directions:* Punctuate according to the rules thus far studied, no others.

1. To reach Chicago you need only follow this route it will take you straight there 2. Leaving the package on the front porch he got into his car and drove away 3. After trying in vain for two weeks to solve the problem he at last struck on the answer 4. Looking toward the east I saw at least twenty pheasants feeding peacefully in the short grass 5. Following the line of least resistance is easy for everyone 6. Giving John the package the stranger disappeared into the

underbrush 7. To make a strong union you need a special kind of glue 8. After working for some time at this task Albert decided to call it a day 9. Building a new house without any experience whatever is a gamble at best 10. Before accepting any statement of this kind you should investigate its implications thoroughly

## EXERCISE 31

(Review exercise, parallel with Review Test 6.)

*Directions:* Punctuate the following sentences according to the rules thus far studied. Do not omit end punctuation.

1. The statement to be sure was far from accurate
2. Walking down the street I met my old friend Bob Smith
3. On May 24 1935 I received a check however it had no signature
4. Why don't you do your studying conscientiously Mary
5. What a long speech that long-winded boring old man made
6. Surely my sister Jane has indeed hired Albert Jones that lame carpenter to repair our front porch
7. At 41 South Street Newark New Jersey live an old man his two daughters and his nephew
8. To show you the working of this machine I shall take it apart put it together again and then start it running
9. It was he thought a good idea to pretend to be deaf dumb and blind
10. Alas nothing can make up to me the loss of my loving cheerful companion
11. The truth cannot be concealed it is useless to try to hide it
12. After mixing the dry chemicals in a mortar he poured them into a bowl and added liquid
13. What under such circumstances do you think the best course to pursue
14. The aged decrepit veteran gave fifty cents to the beautiful young Mexican dancer
15. I have refused to consider his request and I refuse to reconsider
16. Yes John has decided things being favorable to go into business for himself
17. Albert Johnson the most erratic man in the whole city has decided to sell his home to give the money to charity and to become a hermit in the north woods near Augusta Maine
18. What a beautiful day yesterday was I have seldom experienced such satisfaction in mere weather
19. I believe the truth of your statement but I hesitate to act on it

20. Circumstances of this kind having arisen we shall find it advantageous to retire to a safer and more sheltered position
21. She resisted his advances pleasantly smilingly but firmly
22. Having tried for hours in vain to catch the giant trout we finally decided to give it up as impossible
23. No Alice I cannot be prevailed upon to change my decision at least not for some time
24. My brother John will have nothing to do with such a proposition he considers it dishonest
25. You will carry out the proposed line of action or you will find yourself out of a job

89. A **complex sentence** is a sentence containing one or more subordinate clauses.

90. A **subordinate clause** is a group of words containing subject and predicate and used as a single part of speech (adjective, adverb, or noun). A subordinate clause does not express a complete thought, but expresses an idea subordinate to the central idea of the sentence in which it stands.

which he saw yesterday (These examples are of subordinate clauses written alone. None of them expresses a complete thought.)  
 when he heard the noise  
 that he could not come

### EXERCISE 32

*Directions:* Punctuate, using the correct marks at the end of each sentence. All interior punctuation is correct and complete. Some of the following are not sentences but sentence fragments. After these write dashes (—) to indicate a sentence fragment. Also, explain the grammatical structure of these fragments, i. e., as "predicate without subject," "subject without predicate," "subordinate clause without main clause," "phrase without main clause."

1. The boy who was standing on the extreme end of the diving board
2. I wonder why on earth father has taken so long to come
3. Come to the meeting next month without fail, for your presence is necessary to the orderly transaction of business
4. Will you be so kind as to favor me with an early reply to my letter
5. The wind coming from the east with such velocity as to drive even the sheep to shelter in the barn
6. How pretty little Miss Mary Smith is
7. In the corner of the barn where grandfather used to keep his worn-out farm tools
8. Could not just remember what happened to the book you want so much

9. Tell me what you think ought to be done with a man who has so little consideration for the sacred rights of other people  
 10. Wherever he used to go to transact that strange business which occupied so much of his waking hours    11. I asked him why he spent so much of his time poking his nose into other people's business    12. What a scorcher this spring day turned out to be  
 13. Singing a cheery song that reminded all who heard him of the days when they too were young and carefree    14. Worked all day at the task which was set before him and never complained that the day was too hot or that his back was tired and lame  
 15. Is it true that you have decided to give up farming and to move to the city to live    16. Which is what I have had half a mind to do for ever so long    17. I believe that, in spite of the difficulties that we have witnessed, we have made a good start toward overcoming them and that before long we shall be out of the woods    18. While at college, I had many enjoyable experiences, some of which I shall never forget    19. While on the one hand I do not believe that it is possible to get much work out of a city-bred negro    20. Walking down the country road in high spirits, I observed on many sides clear signs of prosperity and well-being: well-painted houses and barns, trees loaded with healthy-looking fruit, and sleek cattle contentedly grazing on rich pasture lands

91. An **adjective clause** is a subordinate clause used as an adjective.

The man *who lives at 40 Mine Street* is my uncle. (Adjective clause, modifying the noun *man*.)

92. Adjective clauses may be introduced by any of the relative pronouns (*who, whose, whom, which, that*) or by any of the relative adverbs (*where, whence, whither, whereunto, when, while, whereby, why*).

93. A **relative pronoun**, in addition to its pronominal function of taking the place of a noun, has the function of introducing an adjective clause; i. e., of connecting this clause to the noun or pronoun which the clause modifies.

94. A **relative pronoun** must always have an **antecedent**, it should always stand close to that antecedent (preferably next to it), and it should agree in *number* and *person* with that ante-

cedent. The relative pronoun has the same form for all persons and for both singular and plural, but its person and number (determined by its antecedent) determine the person and the number of the verb which follows it; i. e., in those cases when it is subject of the verb.

I, who am no coward, nevertheless refused to fight. (The antecedent of *who* is *I*, *who* is therefore 1st person singular to agree with *I*, and the verb *am* agrees with *who*.)

The men who are in the lobby should be admitted. (The antecedent of *who* is *men*, *who* is therefore 3rd person plural, and the verb *are* agrees with *who*.)

*Note.* In expressions like *one of the girls who*, *one of the books which*, *one of the expressions that*, the nouns *girls*, *books*, and *expressions* are the antecedents of the relative pronouns *who*, *which*, and *that* respectively. The pronouns are therefore plural and should be followed by plural verbs.

She is one of the girls who *were* present at my party.

95. The relative pronoun *who*, *whose*, *whom* is preferred when the antecedent of the pronoun denotes a person or persons. This relative pronoun might be called the "personal" relative pronoun. Which of the forms of this pronoun is correct in a particular clause is determined by the **case use** of the pronoun **within** the clause which it introduces.

The man who tells the truth is to be admired. (*who* is subject of the verb *tells*.)

The man to whom you spoke is my brother. (*whom* is object of the preposition *to*.)

The boy whom you asked about is standing on that corner. (*whom* is object of the preposition *about*.)

The President, whom everyone admires, is ill. (*whom* is object of the verb *admires*.)

The girl whose book you took is waiting for it. (*whose* is possessive case and modifies the noun *book*.)

The case forms of the "personal" relative pronoun are:

Nominative: *who*      Objective: *whom*      Possessive: *whose*

96. The relative pronoun *which* is to be preferred when the antecedent of the pronoun does not denote a person or persons. The possessive *whose* is, however, allowable when the phrase *of which* would result in awkwardness.

The horse *which* broke its leg is three years old.  
 The book *which* you gave me is very interesting.  
 Can you name a town *whose* streets have been well laid out?

97. The relative pronoun *that* may be used in place of either of the other relative pronouns, but it is used preferably in restrictive clauses. (See 99.)

### EXERCISE 33

*Directions:* Underline each verb, or verb phrase, with a wavy line, each subject with a straight line. Also, list on a sheet of paper all relative pronouns and their antecedents.

1. You, who are most certainly a scoundrel, should be ashamed of your actions. 2. He was one of those men who are always making mistakes. 3. It was the moment for which I had so eagerly hoped. 4. Four of the cars which were standing along the road had been stalled by the snow which had just fallen. 5. Please send me that one of your clerks who in your opinion is the most reliable. 6. The man who will speak to you next on the program is one who needs no introduction. 7. Tell me the name of the man who will be the next speaker. 8. What do you expect to do next week? 9. We should choose for our next president one of those determined men who do not knuckle down easily to the first comer. 10. Who do you think should be the man whom we should choose?

98. When a noun or a pronoun follows *than* or *as*, it has the same case as the noun or pronoun with which the comparison is made. (*Than* and *as* are not prepositions, but conjunctions.)

I like John better than him. (*him* is compared with *John*; *John* is in the objective case, object of the verb *like*, Thus *him* is also in the objective case.)

I can swim better than he. (*he* is compared with *I*, which is in the nominative case; *he* is thus also in the nominative case.)

99. A restrictive adjective clause has the function of identifying; i. e., it answers the question: *Which one?* Restrictive clauses cannot be omitted without making less definite the sense of the sentence. They should **not** be punctuated.

The man *who is standing on the corner* is my uncle.

The books *which you sent me* are very interesting.

In restrictive adjective clauses the relative pronoun is fre-

quently omitted. In all such cases it is understood and is the object of the verb, of its object infinitive, or of a preposition.

The girl *I love* is pretty. (This sentence is equivalent to: The girl *that I love* is pretty.)

The book *I wanted to read* is missing. (This sentence is equivalent to: The book *that I wanted to read* is missing.)

**100. A non-restrictive adjective clause** merely adds additional information. It may be omitted without making less definite the principal idea of the sentence. It should always be set off from the rest of the sentence by commas.

My uncle, *who is fifty years old*, loves to play tennis.

**101. A relative adverb** is equivalent in meaning to an adverbial phrase in which the object of the preposition is a relative pronoun. For example: *where* means *at which*, *in which*, *on which*, etc. Thus the relative adverb has the double function of introducing an adjective clause and of modifying the verb of the clause it introduces.

The house *where I once lived* has burned down. (*where*, meaning *in which*, modifies the verb *lived*.)

On our last visit, *when we had the accident*, we caught a bear cub. (*when*, meaning *on which* or *during which*, modifies the verb *had*.)

**102. A non-restrictive adjective phrase** following the word it modifies should be set off on both sides by commas. A **restrictive phrase** should not be set off.

The injured dog, *limping from his wounds*, sought out a quiet spot. (Non-restrictive phrase.)

Books *bound in leather* are my especial delight. (Restrictive phrase.)

#### EXERCISE 34

*Directions:* Underline each verb, or verb phrase, with a wavy line, each subject with a straight line. List on a sheet of paper each adjective clause and each adjective phrase, together with the word it modifies, and tell whether it is restrictive or non-restrictive.

1. The man who is standing on the corner is my uncle.
2. The town where I once lived is many miles away.
3. The man fondling that old violin is a true virtuoso.
4. I asked John to build me a house



that would meet all my wife's desires. 5. The box he brought home was filled with all kinds of good things. 6. I have just seen Albert Jones, who once was my roommate at college. 7. The Kentucky colonel, bristling with rage, demanded satisfaction. 8. My grandmother, who was eighty years old last month, is as spry as ever. 9. The months since my mother died have been dreary ones. 10. The old beggar, smiling at this largess, blessed his benefactor. 11. Thomas Hardy, who wrote many famous novels, was also a writer of poetry. 12. The tall man standing on the street-corner is a famous politician. 13. The last time I saw my father was two years ago. 14. My old car, which I have had for eight years, has finally broken down for good. 15. The one-legged man, reaching for his crutch, bade us all good-bye.

### EXERCISE 35

*Directions:* Punctuate according to the rules thus far studied, no others.

1. That old carpenter who has not missed a day's work in twenty years has just been laid off 2. The car standing in front of mine is one of the new 1935 models 3. The picture that I was telling you about last week is to be shown at the local theater next Monday 4. The old man having stood for some time patiently waiting in the corner gave a sudden start at the calling of his name 5. Nothing could be less important than the opinion which he has just expressed 6. My brother John who has just returned from a trip to the West Indies looks healthier than ever 7. The girl waiting to see you claims to be an old friend of yours 8. The old dog lying beside the stove seems to be dreaming of past hunting 9. The young woman who is playing the piano is engaged to my brother 10. John's father who is staying at Saranac for his health seems to be gaining rapidly 11. The wounded boy waiting patiently for help did not move 12. Mary is one of those girls who want to dance on all occasions 13. I could never admire a man who drinks to excess 14. The careening car traveling at express speed seemed destined to crash into us 15. The car coming behind us turned out to be driven by my uncle 16. My right arm which was broken in an automobile accident two years ago seems to be as strong as ever 17. The speedboat in the rear rounding the turn soon overtook and passed its nearest competitor 18. That white house standing half-way down the block belongs to Mr. Jones 19. This book which was given to me by my wife for Christmas is one of the most inter-

esting books that I have ever read 20 John working with intense concentration did not notice the approach of the stranger

103. An **adverb clause** is a subordinate clause used as an adverb.

*When we arrived at camp, we immediately set up our tent.*  
(Modifies the verb *set*.)

104. **Adverb clauses** are introduced by **subordinating conjunctions**. The subordinating conjunction in an adverb clause shows the relation in thought existing between the clause which it introduces and the word which that clause modifies. Subordinating conjunctions show relations of :

a. **Manner**: These conjunctions include *as, according as, as if, as though, so far as*.

Mary acted *as if she were frightened*. (Modifies the verb *acted* and shows manner.)

b. **Degree or comparison**. These conjunctions include *than, as . . . as, so . . . as*.

Make the table *as solid as you can*. (Modifies the adjective *solid* and shows degree.)

c. **Time**. These conjunctions include *when, whenever, before, while, after, since* (in the sense of *after*), *until*.

You should heat some water *before you wash the dishes*. (Modifies the verb *should heat*, and shows time.)

d. **Place**. These conjunctions include *where, wherever*.

My spirit shall follow you *wherever you go*. (Modifies the verb *shall follow* and tells place.)

e. **Cause or reason**. These conjunctions include *because, for, inasmuch as*. They include also *since, whereas*, and *as* when the latter are used to mean *because*.

*Since he could not come*, he sent excuses. (Modifies the verb *sent* and shows reason.)

f. **Purpose**. These conjunctions include *that, lest, so that, in order that*.

We planned the work carefully, *so that there might be no mishaps*. (Modifies the verb *planned* and shows purpose.)

g. **Result**. These conjunctions include *so that, so . . . that*.

We were *so hot that we had to stop playing*. (Modifies the adjective *hot* and shows result.)

**h. Concession.** These conjunctions include *though, although, whereas, notwithstanding that, no matter what, in spite of the fact that, even if, even though, however*.

*Though he may be weak, he is no coward.* (Modifies the verb *is* and shows concession.)

*We failed to find the watch, although we searched for hours.* (Modifies the verb *failed* and shows concession.)

*Note:* *However* has an adverbial use in addition to its use as a conjunction.

*I am convinced of your sincerity, however peculiar your actions may be.* (Modifies the verb *am convinced* and shows concession. *however* modifies the adjective *peculiar*.)

**i. Condition.** These conjunctions include *if, provided, provided that, whether or not, unless*.

*We shall be waiting, whether you can come or not.* (Modifies the verb *shall be waiting* and shows condition.)

*I will not come unless John comes too.* (Modifies the adverb *not* and shows condition.)

*Note:* In some conditional clauses, expressing a contrary-to-fact idea in past time, the conjunction *if* is omitted, and the normal order of subject and verb is changed.

*Had I been able, I would have shouted.* (Modifies the verb *would have shouted* and shows condition.)

**105.** An adverbial clause preceding the main clause is set off by a comma. Note the examples in 104c, 104h, and 104i. This rule applies to any expression containing a verb or verbal. (See 81 and the following example.)

*In front of the statue which they had erected, they laid out a small garden.*

**106.** Adverbial clauses following the main clause are *not* punctuated when they are *restrictive*; i. e., when they cannot be omitted without changing the principal idea of the sentence. When they are *non-restrictive*, they are set off by commas.

**a.** Clauses of manner (104a), degree (104b), time (104c), place (104d), and conditional clauses introduced by *if* or *unless* (104i) are commonly restrictive and *not* punctuated. (See examples in 104a-104d, 104i.)

**b.** Clauses of concession (104h) and conditional clauses in-

roduced by *provided*, *provided that*, and *whether or not* (104i) are commonly non-restrictive and are punctuated. (See examples in 104h, 104i.)

c. Result clauses (104g) introduced by *so . . . that* are restrictive. When the conjunction is written together (i. e., *so that*), the clause is non-restrictive.

We were completely exhausted, *so that we decided to pitch camp*.  
(Non-restrictive.)

We were *so* completely exhausted *that we decided to pitch camp*.  
(Restrictive.)

d. Clauses expressing purpose (104f) or cause or reason (104e) may be either restrictive or non-restrictive, according to the sense.

He left *because opposition made his further presence useless*.  
(Restrictive.)

The next day John avoided Albert with great care, *because he did not want to get into another fight with him*. (Non-restrictive.)

### EXERCISE 36

*Directions:* Underline each verb, or verb phrase, with a wavy line, its subject with a straight line. List on a sheet of paper each adverb clause, the word it modifies, the part of speech of that word, and the conjunction which introduces the clause.

1. When you arrive, you should ask for Mr. Smith. 2. What would you say if I told you the truth? 3. Although I am not well, I will go to the party, since you wish me to do so. 4. John worked whenever he pleased. 5. John never wiped his feet before he went into the house. 6. Mary was so happy that she was not disturbed by the pelting rain. 7. The Smiths have been happier in their married life than I ever supposed possible. 8. Although many students believe the contrary, grammar is not really a difficult subject. 9. If you want me to play tennis with you, you will have to wait until I have changed my clothes. 10. Unless you want to be beaten badly, you should not charge to the net after every shot.

107. A comma should be used to separate sentence elements when confusion might result if no comma were used.

Ever after, the two men were friendly.

Outside, the drops of rain on the grass sparkled in the sunlight.

## EXERCISE 37

*Review:* Section 81.

*Directions:* Punctuate according to the rules thus far studied, no others.

1. We decided against going because it was so late 2. After all that I have done for you I have a right to expect some assistance from you 3. Our friends are sure to come to visit us if it doesn't rain 4. After all the disturbance was not so serious as it might have been 5. He insisted on enlisting in the army although he knew his parents' opposition to such a step 6. When you have finished mowing the lawn you can begin the task of weeding the garden 7. Why did he go where he had no business to go 8. After the game I will meet you at the drugstore 9. He had sold the house so that he lost nothing when it burned down 10. After two hours in the thicket we finally emerged into the open 11. The poor little girl acted as if she had lost her best friend 12. Just before John had made a most damaging statement 13. The birds are carefully watched until it is time to turn them loose to shift for themselves 14. As the result of his struggle to escape the tiger loosened one of the bars of his cage 15. He was ten years old when his sister was born 16. Although up to this time our journey had been an easy one thereafter we encountered many obstacles 17. He built himself a house so that he might be independent of landlords 18. Behind the house which they had built they laid out a tennis court 19. He isn't angry because you spoke to him without an introduction 20. Once inside the dog curled up beside the fire 21. I really have been working hard although you may not believe me 22. Before the tornado a strange darkening of the sky was seen in the west 23. He kept on monopolizing the conversation even though he realized his impoliteness 24. I am always willing to co-operate with others provided that they are willing to co-operate with me 25. I cannot grant your request as I find my funds insufficient

108. A **noun clause** is a subordinate clause used as a noun. It may be used thus as subject, object, object of a preposition or of a verbal, or in apposition. It may also be used at the end of the sentence in apposition with an indefinite *it*. Examples of this use and of its use as subject follow. Examples of other uses will be found in sections 109 and 111.

*What John wanted* was not clear. (Subject.)

It is surprising *that he failed to come*. (Noun clause in apposition with the indefinite pronoun *it*.)

109. Noun clauses may be introduced by:

- a. The subordinate conjunctions *that*, *but that*, *whether*.  
 He promised *that he would come*. (Object of the verb *promised*.)  
 I don't know *whether I can do the job*. (Object of the verb *do know*.)

- b. The interrogative pronouns (15). In such cases the noun clause is an indirect question.

He asked me *which play I wanted to see*. (The clause is object of the verb *asked*. *which* is here used as an adjective.)

The question of *what is to be done* cannot be easily answered. (The clause is object of the preposition *of*.)

In noun clauses introduced by an interrogative pronoun, the *case use* of the pronoun is determined by its use in the clause in which it stands. (The case forms of the interrogative pronoun are the same as those of the "personal" relative pronoun. See 95.)

Tell me *who is coming*. (The clause is object of the verb *tell*. *who* is subject of the verb *is coming*.)

The question of *who is to be our next guest* is already settled. (The clause is object of the preposition *of*. *who* is subject of the verb *is*.)

- c. The indefinite interrogative pronouns: *whoever*, *whosoever*, *whomever*, *whomsoever*, *whosoever*, *whosoesoever*, *whichever*, *whicheversoever*, *whatever*, *whatsoever*. These pronouns have their case use determined by their use in the clause in which they stand.

Give the prize to *whoever is most deserving*. (The clause is object of the preposition *to*. *whoever* is subject of the verb *is*.)

I will send you *whomever you want*. (The clause is object of the verb *will send*. *whomever* is object of the verb *want*.)

- d. The interrogative adverbs (33). In such cases the noun clause is an indirect question.

Let me know *when you will arrive*. (The clause is object of the infinitive *know*.)

110. Noun clauses sometimes have no introducing conjunction; viz.:

- a. When the conjunction *that* is omitted in indirect statements.

He said *he would come*. (The clause is object of the verb *said*.)

- b. When the noun clause is a direct quotation.

He said, "*Mary is ill*." (The clause is object of the verb *said*.)

### EXERCISE 38

*Directions:* Cross out the wrong forms

1. That is one of those things that (go, goes) without saying. 2. John Smith, (who, whom) I supposed was a coward, turned out to be the bravest man in the country. 3. Give the books to (whomever, whoever) you meet first. 4. I tell this to you who (is, are) interested. 5. The cathedral of Chartres is one of the finest sights that (is, are) to be seen in France. 6. (Who, Whom) are you knitting that sweater for? 7. John Jones is the only one of all my friends who (are, is) to be trusted with that secret. 8. I never treated another girl as well as (she, her). 9. John claimed that he rated Albert a better student than (I, me). 10. Albert Jones, (whom, who) I thought to be an honest man, has turned out to be a crook. 11. My friends, I, who (is, am) about to speak to you on stamp-collecting, cannot pretend to be better versed in that subject than many persons (who, whom) are now in this audience. 12. I wish my money to go to (whoever, whomever) of you has treated me with most consideration. 13. (Whom, Who) can I trust under such circumstances? 14. John Tracy is wealthier than (I, me). 15. Few women dress as warmly as (we, us) men. 16. I hope no one will ever look like (him, he).

### EXERCISE 39

(Review exercise, parallel with Review Test 7.)

*Review:* Exercises 17-19 (pp. 35-37), 25-26 (pp. 45-46), 33 (p. 56), 38.

*Directions:* Cross out the wrong forms; then write in the spaces the correct forms.

1. I distrust John; I'd sooner trust the devil than (him,  
he). . . . .
2. Besides my brother and (me, I, myself) there were  
four men and three girls in the party. . . . .
3. I have just returned from a two (hours', hour's,  
hours) walk. . . . .

4. The council has decided to revoke (their, its) earlier order. ....
5. My wife disapproves of (me, my) taking part in the play. ....
6. The (Burnse's, Burnses', Burns's) new house is extremely attractive. ....
7. I wish you were as self-contained as (he, him). ....
8. The new style of (lady's, ladies', lady's, ladie's) hats is quite an innovation. ....
9. Did you say that no one but (he, him) could go? ....
10. (Whoever, Whomever) you suspect is a spy should be placed under careful surveillance. ....
11. Who has broken the (children's, childrens') toys? ....
12. The decision as to (whom, who) was best fitted for the job was no easy one. ....
13. Is this the girl (whom, who) you have spoken of so often? ....
14. I have never seen another man who looked in the least like (him, he). ....
15. I had not seen John for many years, yet I instinctively felt this bearded stranger to be (he, him). ....
16. No man or woman in the tropics should ever neglect wearing (his, their) sun helmet ....
17. The mayor's wife has selected three of the girls in my class, Alice and Jane and (I, me), to lead the pageant. ....
18. None of the paddlers in the canoes was able to rest (himself, themselves) for an instant. ....
19. A (minutes', minute's, minutes) start is all I need. ....
20. The members of the committee were Mr. Jones, Mrs. Smith, and (me, I, myself). ....
21. Natanis, (who, whom) men said was a traitor, turned out to be the most valuable patriot of all. ....
22. The horse stamped (it's, its, its') feet impatiently. ....
23. The crowd have begun to scatter to (its, their) homes. ....
24. The man with the cocked hat seems to be (he, him). ....
25. George sold Jack and (I, me) a new eighteen-foot canoe. ....

III. Noun clauses used as appositives are not punctuated if restrictive in meaning, but are set off by commas if non-restrictive.



His advice *that we should leave* was not appreciated. (Restrictive.)

His last statement, *that he washed his hands of the whole matter*, threw the meeting into confusion. (Non-restrictive.)

112. Noun clauses, except those used as non-restrictive appositives (111) and those in direct quotation, are not punctuated except in those rare cases in which the sense would not otherwise be clear. (For punctuation of direct quotations see sections 140-143.)

#### EXERCISE 40

*Directions:* Underline each verb, or verb phrase, with a wavy line, each subject with a straight line. List on a sheet of paper each noun clause, write out its construction in the sentence, and name the conjunction which introduces the clause.

1. Tell me what you expect to do tomorrow. 2. He asked me what I intended to demand. 3. The truth is what I require. 4. I wonder what you will say to my request. 5. What I believe is none of your business. 6. We listened long and attentively to what he had to tell us. 7. My suspicions that all was not well with the firm were justified by its failure soon afterwards. 8. It is difficult to understand why he refused to come. 9. What has been gained is that he both understands clearly and exactly what is said and can say clearly and exactly what he intends. 10. Action is what is needed at the present moment.

#### EXERCISE 41

*Directions:* Underline each verb, or verb phrase, with a wavy line, each subject with a straight line. List on a sheet of paper each subordinate clause, tell its kind (i. e., whether adjective, adverb, or noun clause) and its construction in the sentence, and name the word which introduces it.

1. After I have moved into my new home, I hope that you will come to visit me. 2. If you will not tell me what you intend, I must seek to find it out in some other way. 3. What I hope that you will do is to discover for me a man whom I can hire with complete confidence. 4. Wherever you may go, my best wishes will go with you. 5. It is often necessary that a man should work before he wishes. 6. Mr. Smith, whom I have not seen for twenty years, has just moved into the new house which stands at the corner of Hart

and Green Streets. 7. The town where I would be willing to locate my new business must be one that is located on a principal railroad. 8. The hours since I last saw you have been busy with projects which, if you knew them, you would approve heartily. 9. What must be done now is to discover who perpetrated this outrage and what was his motive. 10. Unless I am very much mistaken, we must proceed to solve this cryptogram if we expect to have any success in discovering who has stolen the crown. 11. Success, and nothing less than success, is what I hope for in my present quest.

113. Certain kinds of phrases may be used as nouns are used. When so used, they are called **noun phrases**. The most common noun phrases are infinitive phrases and gerundive phrases. (See 66, 78.)

*To tell the truth* is always worth while. (Noun phrase, subject of the verb *is*.)

I enjoy *playing tennis*. (Noun phrase, object of the verb *enjoy*.)

The least desirable action would be *to show fear*. (Noun phrase, subjective complement after the verb phrase *would be*.)

He paid the penalty for *committing the theft*. (Noun phrase, object of the preposition *for*.)

114. Noun phrases used as appositives are not punctuated if restrictive in meaning, but are set off by commas if they are non-restrictive.

His orders *to strike camp* were resented. (Restrictive.)

His dearest wish, *to be rid of the responsibility*, was not to come true. (Non-restrictive.)

#### EXERCISE 42

(Review exercise, parallel with Review Test 8.)

*Review:* Sections 36, 37, 39, 66, 75, 78, 91, 103, 104, 108-110, 113.

*Directions:* Write in each space at the right the proper number; i.e., that number which in the following table corresponds to the proper description of the underlined word or words.

- |                     |                     |                |
|---------------------|---------------------|----------------|
| 1. adjective phrase | 4. absolute phrase  | 7. noun clause |
| 2. adverb phrase    | 5. adjective clause |                |
| 3. noun phrase      | 6. adverb clause    |                |
1. John would not tell a lie to his worst enemy. (..)
  2. Although the day was stormy, we decided to continue our trip. (..)

3. Forgotten by everyone, the small boy sneaked off to the pantry. (..)
4. I shall be glad to visit you next week. (..)
5. The car having suddenly broken down, we were forced to spend the night in Wilkes-Barre. (..)
6. The reason for my seeming indifference was that I was thinking about a difficult problem. (..)
7. His excuse for leaving us so suddenly seems a lame one. (..)
8. My giving you that rare painting was the result of the impulse of the moment. (..)
9. I went to town early because I had much to do. (..)
10. The most important thing for us to do now is to sign the contract for the new building. (..)
11. You ought to be ready for whatever might happen. (..)
12. Whether you want to or not, you must go to the opera with me tomorrow. (..)
13. I insist that Jacques is the best man to paint your house. (..)
14. It always pays to be courteous to everyone. (..)
15. The men resolved, conditions being favorable, to start their new undertaking at once. (..)
16. Before we went to the party, we stopped to get some cigarettes. (..)
17. The man who painted that house is my uncle. (..)
18. The next day I expected to meet the President face to face. (..)
19. The house on the northwest corner has green blinds. (..)
20. Whoever is in want should apply for relief. (..)
21. We shall have to wait until mother has finished combing her hair. (..)
22. Forgetting his hat and his overcoat, the distraught man dashed from the building. (..)
23. To believe such a strange tale was more than we were able to do. (..)
24. I told him that I could no longer trust him. (..)
25. The village where I used to live has not changed a bit in twenty years. (..)

## EXERCISE 43

*Directions:* Punctuate according to the rules thus far studied, no others.

1. Did he say that he supposed that we knew what we were doing  
 2. He asked the landlord what he intended to do about the plumbing fixtures  
 3. I eagerly awaited her invitation to accompany her to the theater  
 4. Mary's first proposal of the evening that we hold a treasure hunt met with hearty approval  
 5. We decided that it was time to leave for we didn't want to outstay our welcome  
 6. His suggestion that we begin all over again seemed the best way to meet the problem  
 7. I wish you wouldn't always cock your head for me than I want  
 8. I did not believe that we should continue the festival nor that we should attempt to hold another the following year  
 9. I wish you would tell me whether you can come  
 10. He did not suppose that anyone would be so base as to cheat him out of his last cent  
 11. The last request she made of me to leave her alone with her troubles was hardly a pleasing one  
 12. Of all his insinuations I resented this the most that I could have stooped to solicit graft

## EXERCISE 44

(Review exercise, parallel with Review Test 9.)

*Review:* Sections 99, 100, 102, 105-107, 111, 112, 114.

*Directions:* Punctuate the following sentences.

1. The town where Mr. Smith has lived for forty years has just elected him mayor
2. After I had watched the tennis match for three hours I decided that I had had enough
3. The unfortunate boy doing his best to keep his head above water managed to hold his own until help arrived
4. This momentous decision of the general staff to advance against the enemy without waiting for re-enforcements was arrived at unanimously
5. It is well to study every question carefully before you begin to answer the examination
6. Mr. Wilson remarked at this juncture that it was no time for unseemly levity
7. The carpenter who is eating his lunch in the corner used to work for my father
8. The evening before that tiger nearly killed his trainer

9. His last and dearest wish that we should give him a simple funeral was obeyed literally
10. The boy playing quarterback has had four years' experience in high school
11. John strenuously objected to my going west because he felt that I would be more successful in my home town
12. The order that we disband was received with universal rejoicing
13. John Smith who was for years my dearest friend died quietly last night
14. If you do not believe what I say perhaps Alice can convince you that I am right
15. The older boy attacking viciously soon beat down the guard of his younger but heavier antagonist
16. The day after John had won the prize was the occasion for a hearty celebration
17. What do you think of the mayor's statement that he is not a candidate for re-election
18. The boy taking his place in the batter's box has been coached by his father who is a veteran professional ball-player
19. The day after the manager announced that the firm would find it necessary to reduce all salaries
20. I will not explain my actions in detail unless you feel that you must know them in order to make your decision
21. Our latest plan for the summer to take a trip to Greece and Italy has turned out to be more than we could afford
22. Walpole where my father spent his boyhood years is a slowly dying town
23. The Republican candidate for governor said that he looked with disdain on such demagogic appeals to class prejudice
24. That is a most perilous task to attempt whether you are aware of the fact or not
25. The old man's latest proposal to the audience that both men and women should dress alike was received with hearty guffaws

115. Although in speaking few persons differentiate between *shall* and *will* to express simple future, commonly using *will* for all persons, the careful writer uses *shall* with the first person and *will* with the second and third persons to express simple future time.

I think *I shall* be absent. *You will* find the pen on the desk. *He will see* you tomorrow.

116. The forms *shall* and *will* are used also to re-enforce the idea of future time by one of **determination** on the part of the speaker or (in the first person only) by one of **promise** or **intention**. For this purpose the forms are reversed, *will* being used with the first person, *shall* with the second and third persons.

*I will* return your book tomorrow. (Promise.)

*I will* never surrender the fort. (Determination.)

*I tell* you, *you shall* go. (Determination.)

*I have* decided that *he shall* be dismissed. (Determination.)

117. In interrogative sentences *shall* is used when the answer anticipated would use *shall*. Similarly *will* is used when the answer anticipated would use *will*.

*Shall* I come? (The reply anticipated is *You shall* or *You shall not*.)

*Will* I die of this disease? (The reply anticipated is *You will* or *You will not*.)

*Will* John pass all his subjects? (The reply anticipated is *He will* or *He will not*.)

*Shall* John mow the lawn? (The reply anticipated is *He shall* or *He shall not*.)

*Will* you do as I ask? (The reply anticipated is a promise: *I will* or *I will not*.)

118. *Should* and *would*.

a. *Should* in the sense of *ought to* is used in all persons.

*He should* obey orders. *I should* study diligently. *You should* have no difficulty.

b. *Should* is used in all persons in subordinate clauses expressing a simple condition.

A man who *should* betray his friend would be detestable.

If the enemy *should* attack today, he would find us prepared.

c. *Would* is used in all persons to express an habitual action in the past and to express a wish.

*I (you, he) would* leave the house daily at eight. (Habitual action.)

*Would* that *I (you, he)* might learn the truth! (Wish.)

d. With the exception of a, b, and c above, *should* and *would* are used in accordance with the general principles governing *shall* and *will*. (See 115-117.)

*Should* I go? *I would* go if I could.

*Would* you (he) like to go to the picnic?

*You (he) should* tell the truth if I could force you (him) to do so.

119. *Shall* or *will* (*should* or *would*) are used in indirect statements or quotations as they would be if the statement or quotation were direct.

John said he believed *he should* go to the party. (The direct quotation would be: "I believe *I shall* go to the party.")

Mary said *she would* do as we asked. (The direct quotation would be: "*I will* do as you ask.")

120. Statements always true should be expressed by the **present tense**.

Mary said that the wood thrush *is* a fine songster.

121. The **perfect tenses** are used to express a time prior to some other time.

a. The **present perfect** tense is used to express a time prior to the present.

I am sorry that *I have* not *seen* your pencil.

b. The **past perfect** tense is used to express a time prior to some past time.

The man said that he *had broken* his arm.

122. A conditional verb-phrase in a subordinate clause expresses by the **present tense** a time equal to, or following, that of the verb of the main clause. By the **perfect tense** it expresses a time prior to that of the main verb.

I did not suppose that that statement *would anger* her. (Not *would have angered*; the latter is here illogical.)

Who would have thought that my kindness *would make* her cry? (Not *would have made*; the latter is here illogical.)

123. The **mode** of a verb includes those inflectional forms used to express in a certain manner the action or state of being expressed by the verb.

a. The **indicative mode** is used to express the *fact* of an action or a state of being.

b. The **subjunctive mode** is used to express an action or a state of being as *doubtful*. (See 124.)

c. The **imperative mode** is used to express an action or a state of being as a *command*.

124. The **subjunctive mode** is used to express a wish or a condition doubtful or false. (For the forms of this mode see 43 and 45.)

How I wish John ~~were~~ here!  
He acted as if he ~~were~~ wealthy.

#### EXERCISE 45

*Directions:* Cross out the wrong forms.

1. John told me that he (lost, had lost) his pocketbook. 2. If you promise to be quiet, I (will, shall) let you come to the party. 3. I would not answer that letter if I (was, were) you. 4. I did not think that it would (shock, have shocked) her. 5. I regret very much that we (will, shall) be out of town. 6. I can't help wishing that Mabel (were, was) going to marry me instead of you. 7. I have always believed that the freshman year at college (is, was) the hardest. 8. I (shall, will) certainly be glad to see my father again. 9. If John (borrow, borrows) a book, he always returns it promptly. 10. When Alice (thought, had thought) over the situation for a while, she decided that discretion was really the better part of valor. 11. I have heard that an oil furnace (was, is) one of the most reliable systems of heating. 12. Jack dresses as if he (was, were) the richest boy in town. 13. I have decided that Molly (shall, will) go to college this fall. 14. I wonder what he would have said if he (knew, had known) the truth. 15. Though I (was, were) a king, I should still be your friend. 16. (Shall, Will) you leave for Boston soon? 17. I knew all the time that the Smiths (left, had left) for Chicago. 18. (Shall, Will) the new maid be required to clean the silver once a week? 19. Mary said that she believed she (should, would) go to the dressmaker's in the morning. 20. I hope that Mary (will, shall) accept the offer at its face value. 21. If the officers (should, would) come soon, I (should, would) be pleased.

125. Certain conjunctions are often misused. Note carefully the following:

a. The conjunctions *because*, *as*, and (preferably) *if* should not be used to introduce noun clauses. Use the conjunctions *that* or *whether*.

The reason for my failure was *that* (not *because*) I did not study.



I do not know *that* (not *as*) you are right. (*whether* might be used instead of *that*.)

I don't know *whether* (not *if* or *as*) it will rain.

b. Do not use *like* as a conjunction; it is a preposition. Use *as* or *as if* (*as though*).

He acted *as if* (not *like*) he were ill.

He behaved *as* (not *like*) everyone else did.

Mr. Smith has a son who looks very much *like* me.

Jack, *like* every other normal boy, enjoys baseball. (In the last two examples *like* is properly used as a preposition.)

c. The conjunction *so* should not be used to introduce subordinate clauses of purpose or result. Use *so that*.

I questioned him *so that* (not *so*) I might learn the truth.

We labored hard all day, *so that* (not *so*) we were tired out when night fell.

d. Do not use the conjunction *than* for the conjunction *when*.  
John had hardly begun to speak *when* (not *than*) he was interrupted.

e. Do not use the conjunction *where* for the conjunction *that*.  
Did you see in the bulletin *that* (not *where*) John has been promoted?

f. Do not use the conjunction *but that* for the conjunction *that* after expressions denoting fear, doubt, and the like.

I felt no doubt *that* (not *but that*) it would rain.

g. A clause introduced by *when* or *where* should not follow the verb as a subjective complement. Use a noun and its modifiers.

Combustion is *when a substance combines with oxygen*. (Incorrect.)

Combustion is a *reaction* during which a substance combines with oxygen. (Correct.)

h. Do not use *without* or *except* as conjunctions; use *unless*.  
He will not go *unless* (not *without* or *except*) I go with him.

126. Certain words are commonly misused for others. Note carefully the following:

a. *less* has to do with quantity; *fewer* should be used for number.

*Fewer* (not *Less*) people attended than we had expected.

b. *most* should not be used to mean *nearly*; *almost* is correct.  
*Almost* (not *Most*) all the boys were ill.

c. Avoid the use of *liable* when *likely* expresses the intended

meaning. The meanings of *liable*, quoted from the second edition of the New International Dictionary, are: "bound or obliged in law or equity; responsible, answerable; as, the surety is *liable* for the debt of his principal" and "exposed to a certain contingency or casualty of an undesired character; as, *liable* to slip; *liable* to be injured." *Likely*, however, is defined in the same work as "of such a nature or so circumstanced as to render something probable—followed by an infinitive; as, it is *likely* to rain."

d. *so* and *such* should not be used alone to modify an adjective; use *very*.

I was *very* (not *so*) miserable yesterday.

It was a *very* (not *such a*) pleasant surprise.

e. *different from* is correct; *different than* is avoided by careful writers, though permissible in speech.

Your car is different *from* (not *than*) mine.

f. *but*, *hardly*, *scarcely*, *only*, should not be used with a negative.

There *are* (not *aren't*) *but* two books on the table.

I *can* (not *can't*) play for *only* two hours this afternoon.

I *could* (not *couldn't*) *hardly* understand him.

John *would* (not *wouldn't*) *scarcely* have believed such a story.

127. *neither*, *either*, *between*, are used when two persons or things are spoken of. *none*, *among*, are used when more than two are spoken of.

I invited John and Ann, but *neither* of them could come.

I invited Ann, Mae, and Jo, but *none* of them could come.

Agreement *between* John and Mary was impossible.

Agreement *among* the three girls was impossible.

128. Always use *nor* as a correlative of *neither* (never *or*).

Neither John *nor* (not *or*) Mary could go.

129. After the verb *help*, use the gerund (not *but* with an infinitive).

I could not help *wishing* (not *but wish*) that he would go.

130. Do not confuse the verbs *leave* and *let*. Whereas *let* means *permit to* or *allow to*, *leave* means *permit to remain* or *allow to remain*.

*Let* (not *leave*) go my arm.  
*Leave* the car standing there.  
*Let* (not *leave*) the car stand there.

131. Do not use the article *a* (*an*) after the expressions: *kind of*, *sort of*, *type of*.

What kind of man is he? (Not: What kind of *a* man is he?)

132. An expression like *The cause is* should be completed by a subjective complement (noun or its equivalent).

The cause of my failure was *neglect of my studies*. (Not *on account of neglect of my studies*.)

133. *Due* is properly an adjective and should be used only to modify a noun; the expression *due to* should thus be attached to a noun. Many Americans violate this rule, but it is still observed by careful writers.

His lameness is *due* to a fall. (*due* is an adjective, subjective complement, modifying *lameness*, and is modified by the adverb phrase *to a fall*.)

*Due to* a fall, he was lame. (Incorrect. *Due*, an adjective, cannot modify the pronoun *he* logically; thus it has nothing to modify and is dangling.)

#### EXERCISE 46

*Review:* Sections 12, 57, 58.

*Directions:* Cross out the wrong forms.

1. Neither John (or, nor) Clara could go. 2. (Most, Almost) all of the boys were in the water. 3. The reason that John could not go was (that, because) he had just sprained his ankle. 4. John (couldn't, could) scarcely answer the teacher's question. 5. It looks as if Jack were (liable, likely) to win the race. 6. Sometimes I find (me, myself) unable to reply quickly. 7. They rigged lee-boards on the canoe (so, so that) it would not overturn when they were sailing it. 8. Can you tell me (whether, if) John is at home? 9. I don't care for that (type of, type of a) house. 10. The crowd acted (like, as if) it approved his idea heartily. 11. (Surely, Sure) I will come to your party if you want me to. 12. Hardly had John begun to speak (than, when) a series of catcalls came from the crowd. 13. I (couldn't, could) hardly restrain my indignation at the insult. 14. I wish that you would (leave, let) go my arm. 15. No

(fewer, less) than forty persons were injured in the train wreck. 16. I read in the *New York Times* (that, where) two ~~men~~ have broken an airplane record. 17. When you look at me so, I can't help (but feel, feeling) insignificant. 18. I wish you would (be, let) the typewriter sit where it is. 19. The five men (by, each) other, one another) well. 20. The phenomenon of an earthquake (is, are) difficult to record with any th ~~roughness~~. 21. John froze his ears (due to, because of) the intense cold. 22. The cause of the accident was (his, on account of his) carelessness. 23. I will not come (without, unless) you ask my mother first. 24. The two girls quickly made friends with (each other, one another). 25. Why did you leave the car (stand, standing) by that hydrant? 26. John's extreme deafness was (due to, because of) an abscess. 27. I'm sorry, but I don't know (as, that) I can let John go. 28. All was harmony (between, among) the players of the home team. 29. Last week I wrote a letter to every one of my five brothers, but (none, neither) of them has yet replied. 30. Last night I was (very, so) happy.

## EXERCISE 47

(Review exercise, parallel with Review Test 10.)

*Review:* Sections 94, 115-133.*Directions:* Cross out the wrong forms; then write in the spaces the correct forms.

1. He is one of the bravest men who (has, have) ever served in the army. ....
2. You (should, would) never enter this house again if I had anything to say about it. ....
3. Lend me ~~that~~ one of your books which (is, are) most interesting. ....
4. People in Canada dress much (like, as) we do here. ....
5. The committee could take action if its chairman (was, were) only here. ....
6. I was greatly shocked to hear that Mary (was, had been) drowned. ....
7. I would be quite happy if I felt as if I (was, were) going to be quite well again some day. ....
8. John broke his leg (as the result of, due to) a bad fall. ....

9. I did not suppose that what I said would (have hurt, hurt) his feelings so much. ....
10. I don't feel (that, as) I can agree with you. ....
11. I can't be sure, but I think that I (shall, will) be out of town all of next week. ....
12. Why don't you (let, leave) her play her own game? ....
13. I knew that the weather (was, is) never to be depended upon. ....
14. John's unfortunate insolvency was (because of, due to) his own poor judgment. ....
15. Though she (was, were) poor, I should still love her. ....
16. I agree that you are right in deciding that he (will, shall) leave at once. ....
17. I don't know why Alice acted (as, as if, like) she didn't know me. ....
18. My reason for refusing to go is (that, because) I don't enjoy such excursions. ....
19. (Will, Shall) you insist on refusing my request? ....
20. Though I think that the boy was not injured by his fall, I wish I (was, were) certain about it. ....
21. I am unable to tell you now (whether, if) I shall be able to accompany you. ....
22. (Will, Shall) John join the army, do you think? ....
23. Although I (worked, have worked) hard all day, I do not feel particularly tired this evening. ....
24. They designed the automobile (so, so that) it would not tip over easily. ....
25. I (could, couldn't) scarcely tell whether I had seen her or not, she was so far away. ....

134. The apostrophe is used :

- a. To take the place of omitted letters in contracted words; viz., *haven't*, *I'm*, *o'clock*.
- b. To aid the formation of plurals of letters of the alphabet and of numerical symbols; in such cases the plural is formed by adding 's.  
Her *n's* and her *u's* looked alike.  
There are two *z's* on my license plate.
- c. To form possessives as shown in section 62.

135. The hyphen is used :

a. To connect two words used with a single, combined meaning, usually as an adjective; viz., *chocolate-brown* (color); *clear-eyed* (girl); *self-contained* (person); *day-old* (eggs); *well-disciplined* (soldier); *four-foot* (pole); *self-discipline* (a noun); *two-thirds* (right). Note that *two-thirds* is an adverb, modifying the adjective *right*.

b. In compound numbers: cardinal numbers from *twenty-one* to *ninety-nine*; ordinal numbers from *twenty-first* to *ninety-ninth*.

136. Capitalize proper nouns and adjectives formed from proper nouns (see 11, 31), and the following:

a. The first word of a sentence.

b. *North*, *east*, *south*, and *west*, when used to name sections of the country.

I expect to winter in the *South*. (Note also the following.) I am driving *south* tomorrow.

c. Titles of persons when they precede proper names.

The *general* is eccentric.

I like *General* Smith.

d. Titles of high-ranking governmental officials; viz., the *President*, the *Secretary of War*.

e. Such words as *company*, *railroad*, *county*, *street*, when part of a proper name; viz., *Pennsylvania Railroad Company*, *Albany County*, *White Street*.

f. The first word of literary titles and all other words except articles, prepositions, and conjunctions; viz., *The Mill on the Floss*, *What's Wrong with the World*.

137. **Italicize** words in manuscript (written by hand or typed) by underlining them.

138. The following should be italicized:

a. Every word in *titles* of literary, musical, and artistic works. Note, however, that *chapters* or *sections* of literary works should be enclosed in *quotation marks*.

*Lyrical Ballads*, a poetical publication of Coleridge and Wordsworth, contained "The Rime of the Ancient Mariner."

b. Titles of periodicals. Here, however, the article *the* before the first noun of the title should not be italicized (nor capitalized). Also, place names used as part of the title of a newspaper should not be italicized.

I like to read the *Saturday Evening Post*.

Have you ever read the Boston *Evening Transcript*?

c. Names of ships.

d. Foreign words not adopted into the English language. Latin abbreviations are also italicized. (When in doubt, consult the dictionary.)

### EXERCISE 48

*Directions:* Punctuate, capitalize, and italicize.

1. Didnt you hear that the Joneses maid was car sick on their trip south 2. Who said that Mary was now attending the Roosevelt junior high school 3. I wish that John would be more careful in dotting his is and crossing his ts 4. Hamlin Garlands book son of the middle border presents an excellent description of the middle west 5. The travel stained veteran hasnt been able to name a single friend of yours 6. Mildred asked whether we were sailing on the mauritania of the Cunard line 7. The mens organization has decided to give a three day fete to the ladies society 8. The new york times this morning carried a story about professor Smiths injuries in an accident on one of the New York Central railroad companys trains between Albany and New York city 9. At ten oclock my car was side swiped by a south bound truck 10. Have you mastered the italian language yet 11. Doesnt he see that you arent ready to give your consent to such a movement 12. Did you enjoy the chapter entitled hebraism and hellenism in Matthew Arnolds culture and anarchy 13. Didnt you say that that copy of Poes poems was yours 14. I do not care much for the red book magazine 15. Its too bad that your dog has broken its leg 16. I have been living for ten years on New Scotland avenue 17. The money mad miser was feeling secretly behind the bricks in front of the fireplace 18. One of my favorite novels is Frank Norris the octopus 19. Its fortunate that your car is so powerful for its age 20. The réalité of the french differs slightly from both reality and realism

139. A colon is used after any expression that indicates that a list, a long quotation, or an explanation follows.

I have chosen three men to work for me: John Smith, Albert Jones, and William Johnson.

The truth is this: I wouldn't do it if I could.

140. Quotation marks are used to enclose *direct* quotations.

a. Directive expressions like *he said* are not enclosed

"It is," he said, "a fine day for fishing."

b. If the quotation is more than one paragraph in length, use quotation marks at the beginning of each paragraph and at the end of the quotation.

141. Unless some other rule applies (142), quotations are always set off from the rest of the sentence by commas.

"It is," he said, "a fine day." (Note the position of the commas

He said, "It is a fine day." in these examples.)

"It is a fine day," he said.

142. When a quotation is divided by a directive expression like *he said*, the following rules apply:

a. The first part is followed by a comma unless it is a separate question or exclamation. These marks should always appear within the quotes.

"Where are you going?" he asked. "The store is located in the other direction."

"What a sunset that is!" exclaimed John. "I have never seen anything like it before."

"What can be said," he asked, "under such conditions?"

b. The directive expression is followed by a *comma* unless some other mark of punctuation would have been used if there had been no directive expression. If this other mark is a question mark or an exclamation point, a *period* should follow the directive expression. If this other mark is a semi-colon or a period, a *semi-colon* or a *period*, respectively, should follow the directive expression.

"Where are you going?" he asked. "The store is located in the other direction."

"What a sunset that is!" he exclaimed. "I have never seen anything like it before."

"It is indeed a beautiful sunset," John agreed; "it is the most beautiful sunset I ever saw."



"I know you have a hard task," replied Abert. "I have given it to you because I know you can do it."

143. A quotation within a quotation is enclosed by single quotation marks.

"Your telegram said, 'Come Tuesday,'" protested Mary.

#### EXERCISE 49

*Directions:* Insert quotation marks as needed. Punctuate.

1. I graduated from school last June Mary said and now I am attending the Roosevelt Junior High School 2. I am ready to celebrate today said John my German instructor said to me just now you have passed your German creditably 3. What is honesty sneered the gunman 4. Albert hasn't left yet remarked my sister he is still in the library 5. Never will I submit to such insulting questions on the part of the committee remarked the witness 6. Why won't you come with us asked John we'd like to have you 7. Your father replied in these words I firmly oppose the President's policies 8. The thing to do under these conditions said Mabel is to watch the servants closely 9. It is absurd Alice maintained I don't believe it 10. Hurrah Jack shouted we're going to see Babe Ruth

#### EXERCISE 50

(Review exercise, parallel to Review Test 11.)

*Review:* All rules for punctuation, capitalization, and italicization. (See index.)

*Directions:* Punctuate, capitalize, and italicize as needed. No marks should be used unless you *know* why you are using them.

1. Do you not think that an international episode by Henry James is a book which everyone should read asked professor Smith
2. I am sure John I dont know why you should adopt such a policy at least at this time
3. My Uncle John a man eighty years old thinks his health being what it is that he will live to be ninety
4. That obnoxious rich old scoundrel said that nobody could tell him what he should do with his money
5. Yes what you say is true said John nevertheless Im not sure that you havent failed to consider the most important point sufficiently

6. In order to accomplish the desired result you must exclude all interference by anyone whether he be stranger or friend
7. Having failed to turn in his report on the condition of the Aquitania the ship inspector was suspended however he was re-instated when he produced a physician's certificate showing that he had been seriously ill
8. My daughter Mary was born on March 13 1919 at Camp Dix New Jersey at that time there were more troops stationed there than at any other army post in the east although many of the men had been sent there only temporarily
9. It is not strange that the accident happened said Mary why didnt you do as I asked you
10. The carpenter who lives at 44 Morton street Albany New York is an old friend of my father who has known him for forty years
11. Oh its all right the horse didnt break any bones
12. The old man with his lame young companion searched the woods for two hours but they got no glimpse of their visitor of the night before
13. The New York Central railroad company has several links with railroad systems of the middle west but no such links with southern railroad systems
14. The Joneses telegram said come next week
15. Is the dog which broke its leg yours
16. Mr. Jones with whom I have just been talking is the sort of person for whom I have absolutely no use
17. Cover the lower two fifths of the mens room with white pine sheathing but use white tile for the ladies room
18. Have you read Butler's the way of all flesh asked my teacher
19. After weeding the garden you are to beat the rugs wash off the front porch and go to the store for this mornings new york times
20. The dogged determined german sailor refused to salute the red white and green flag of Italy he thought it an unpatriotic action
21. What a beautiful painting that is on the opposite wall
22. The grass was so dew drenched that it was impossible to walk through it without getting thoroughly wet therefore we postponed our walking trip until later in the day
23. Have you read the chapter called the everlasting no in Carlyle's

sortor resartus it is all things considered a most soul revealing piece of writing

24. After all Mr. Smith's house standing as it does in the midst of that beautiful grove is a charming impressive sight
25. Ever after the house seemed to me one to be avoided although I had no good reason for avoiding it just because of that one unfortunate accident

# ANSWERS TO EXERCISES

## EXERCISE I

<i>Subjects</i>	<i>Verbs</i>
1. (you)	go
2. grandfather	has been injured
3. criminal	will be convicted
4. dogs	are barking
5. you	do agree
6. rain	fell
7. Mrs. Smith	may come
8. John Post	has returned
9. Jack Rose	did cheat
10. (you)	hurry
11. pheasant	must have been shot
12. president	will speak
13. what	will happen
14. bus	lurched, swayed
15. father, mother	do argue
16. girl, escort	whispered, laughed
17. (you)	go, return
18. poetry, prose	must be chosen
19. Fred, Johnny, I	will come
20. girls	did smile, frown
21. Mary, Alice	slipped, fell, were hurt
22. who	slipped, fell
23. war, peace	will be decided
24. John	should come, stay
25. Mr. Smith, secretary	is coming

## EXERCISE 2

<i>Subjects</i>	<i>Verbs</i>
1. John Smith, Albert Jones	should have interrupted
2. books	instruct, entertain
3. Mary, Alice	were amused
4. Mary, John, tramp	talked, laughed
5. goat, cow	could have been lost
6. horse, car	must be sold
7. lies, truth	should have been spoken
8. flowers	do labor, toil

<i>Subjects</i>	<i>Verbs</i>
9. Mary	did smile, frown
10. gardener, chauffeur	must have deserted
11. John	was shot, did fall
12. tigers	fought, bit, scratched
13. boy	trembled, shook, did yield
14. John, Alice	were laughing, shouting, cheering
15. employer, son, daughters	smiled, left

## EXERCISE 3

*Note:* In this and all succeeding answers to punctuation exercises, words in parentheses following the name of a mark of punctuation should be understood as requiring that mark of punctuation *after* them. For example, in sentence 1 of this exercise there should be commas *after* both *John* and *sister*.

- |   |  |
|---|--|
| 1. Commas (John, sister); period at the end                   | 6. Period at the end.                                    |
| 2. Question mark at the end.                                  | 7. Commas (you, Jones); period at the end.               |
| 3. Commas (Oscar, brother, lied, cheated); period at the end. | 8. Question mark at the end.                             |
| 4. Exclamation point at the end.                              | 9. Commas (John, Mary, smile, laugh); period at the end. |
| 5. Period at the end.   | 10. Exclamation point at the end.                        |

## EXERCISE 4

<i>Subjects</i>	<i>Verbs</i>	<i>Direct Objects</i>	<i>Indirect Objects</i>	<i>Retained Objects</i>
1. John	has shot	deer		
2. Mr. Jones	gave	raise	salesmen	
3. James Troy	was given			summons
4. trout	swallowed	bait		
5. father	made	boat, oars	Dick, me	
6. Mary, Alice	were sent			candy, flowers
7. (you)	give	meat, potatoes, vegetables	me	
8. Bob Rath	made	hit		
9. (you)	has mailed	report	president	
10. you	did punch	Johnny, Andy		
11. you	did send	letter	John, me	
12. Mr. Smith, son	have brought	pictures, books, records	us	
13. (you)	tell	truth, nothing	me	
14. who	delivered	boxes, tables		
15. chairman	was furnished			glass, pitcher

## EXERCISE 5

<i>Subjects</i>	<i>Verbs</i>	<i>Direct Objects</i>	<i>Objective Complements (Nouns)</i>	<i>Objective Complements (Adjectives)</i>
1. president	made	John Smith	secretary, treasurer	
2. who	called	Mr. Adams	socialist	

<i>Subjects</i>	<i>Verbs</i>	<i>Direct Objects</i>	<i>Objective Complements (Nouns)</i>	<i>Objective Complements (Adjectives)</i>
3 I	could have considered	statement	threat	
4. what	made	John		angry
5 I	like	bread		stale
6. you	did paint	house		white
7 you	would have thought	Benedict Arnold	traitor	
8. (you)	do think	me		over-inquisitive
9 Mr Jones	calls	Mary, me	friends	
10 treatment	makes	Mary		cross, terrible
11. Indians	painted	themselves		red, blue, black
12 class	made	David	emissary	
13 pot	called	kettle		black
14 mayor	thought	statement		absurd, futile
15. experience	did make	John	man	

## EXERCISE 6

<i>Subjects</i>	<i>Verbs</i>	<i>Subjective com- plements (Nouns and pronouns)</i>	<i>Subjective Com- plements (Adjec- tives)</i>
1. It	was	she	
2. roses	smell		sweet
3. John	feels		well
4. patient	grew		worse
5. Great Britain	is	island	
6. who	was elected	captain	
7. democracies	are becoming		scarcer
8. brother	was		tall
9. beggar	was made		happy
10. man	was	Mr. Smith	
11. statement	sounds		true, reasonable
12. John	seemed		over-careful
13. persimmons	taste		sour
14. he	was considered	acquaintance; friend	
15. Macdonald,	was appointed	Prime Minister	
16. statement	was thought		absurd, futile
17. flag	is		red, white, blue
18. Albany	was made	capital	
19. man, dog	were		sick, starving
20. Miss Smith, sister	is		wrong

## EXERCISE 7

1. 4	6. 3	11. 8	16. 6	21. 4
2. 5	7. 1	12. 6	17. 5	22. 9
3. 7	8. 10	13. 3	18. 8	23. 5
4. 9	9. 2	14. 7	19. 6	24. 6
5. 7	10. 1	15. 9	20. 4	25. 8

## EXERCISE 8

<i>Word</i>	<i>Part of speech</i>	<i>Word Modified</i>	<i>Part of speech of modified word</i>
1. old	adjective	man	noun
really	adverb	kind	adjective
kind	adjective	man	noun
2. that	adjective	house	noun
stone	adjective	house	noun
once	adverb	was painted	verb phrase
red	adjective	house	noun
3. mortally	adverb	was hurt	verb phrase
4. long	adjective	time	noun
5. sweet	adjective	rose	noun
6. red, white,			
blue	adjectives	flag	noun
never	adverb	shall be furled	verb phrase
7. sweetly	adverb	sang	verb
8. much	adjective	time	noun
already	adverb	has been lost	verb phrase
9. poor, little, old	adjectives	woman	noun
heavily	adverb	fell	verb
10. bedraggled,			
decrepit, old	adjectives	man	noun
much	adverb	better	adjective
better	adjective	man	noun
now	adverb	better	adjective
11. well	adjective	you	pronoun
12. why	adverb	won't go	verb phrase
13. well	adverb	can play	verb phrase
14. what	adjective	reason	noun
15. much	adverb	better	adverb
better	adverb	can see	verb phrase
now	adverb	better	adverb
16. November	adjective	days	noun
usually	adverb	gray	adjective
gray	adjective	days	noun
17. beautiful, at-			
tractive	adjectives	lady	noun
18. too	adverb	long	adverb
long	adverb	have waited	verb phrase
already	adverb	too	adverb
19. really	adverb	do consider	verb phrase
wise, cautious	adjectives	him	pronoun
20. that	adjective	horse	noun
gray	adjective	horse	noun
mine,	possessive pro-		
	noun	horse	noun

## EXERCISE 9

<i>Nouns used as adverbs</i>	<i>Words Modified</i>	<i>Part of speech of modified word</i>
1. (this) time	will excuse	verb phrase
2. (two) dollars	cost	verb
3. (two) weeks	shall be gone	verb phrase
4. (two) hours	longer	adverb
5. (two) pounds	weighed	verb
6. (next) Tuesday	will call	verb phrase
7. (forty) yards	ran	verb
8. (ten) years, today	old	adjective
9. (a hundred) miles, yesterday	drove	verb
10. (three) days	away	adverb

## EXERCISE 10

<i>Phrase</i>	<i>Kind</i>	<i>Word Modified</i>	<i>Part of speech of modified word</i>
1. on the left	adjective	boy	noun
for a long distance	adverb	ran	verb
2. except the president	adjective	one	pronoun
for the ride	adverb	ready	adjective
3. in the tall grass	adverb	made	verb
4. after the hall	adverb	took	verb
to her home	adverb	took	verb
5. on the corner from all the others	adjective	house	noun
on that block	adverb	different	adjective
6. at the outcome of the examination	adjective	others	pronoun
7. at the long wait	adverb	happy	adjective
for the bus	adjective	outcome	noun
8. but him	adverb	fretted	verb
in the face of danger	adjective	wait	noun
9. in the corner	adverb	everyone	pronoun
10. before break-fast	adjective	brave	adjective
of water	adverb	face	noun
	adjective	was sitting	verb phrase
	adverb	should drink	verb phrase
	adjective	lot	noun



<i>Phrase</i>	<i>Kind</i>	<i>Word Modified</i>	<i>Part of speech of modified word</i>
11. but Mary	adjective	girl	noun
at the prospect	adverb	cheerful	adjective
12. at any viola- tion	adverb	did wink	verb phrase
of the law	adjective	violation	noun
by members	adjective	violation	noun
of your staff	adjective	members	noun
13. with me	adverb	come	verb
to the party	adverb	come	verb
14. about my father	adjective	lie	noun
15. besides Mr. Smith	adjective	who	pronoun
about the elec- tion	adjective	truth	noun

## EXERCISE II

1. 7	8. 6	14. 4	20. 4
2. 6	9. 4	15. 3	21. 5
3. 5	10. 3	16. 9	22. 9
4. 4	11. 9	17. 7	23. 4
5. 1	12. 8	18. 8	24. 1
6. 4	13. 8	19. 2	25. 7
7. 5			

## EXERCISE 12

1. given, done	7. swum, dived	14. thrown
2. sworn, broken, froze	8. come, gone	15. fallen
3. torn, gave	9. rung, risen	16. run
4. begun, burst	10. known, taken	17. shrunk
5. drunk, overflowed	11. sung	18. borne
6. ate, did	12. saw, written	19. slain, laid
	13. ridden, led	20. chosen, sunk

## EXERCISE 13

1. lying	4. lay	6. set	8. laid
2. sitting	5. lay	7. sits	9. sat, lain
3. rise			10. lie

## EXERCISE 14

<i>Subjects</i>	<i>Verbs</i>	<i>Subjects</i>	<i>Verbs</i>
1. boys	are	11. dog, cat	are
2. man	was injured	12. cat, kittens	were hurt
3. one	was cheering	13. one	has brought
4. load	has arrived	14. boys, sister	have had
5. man, boy	are hiding	15. President	is coming
6. feature	is	16. class	differ
7. crowd	was	17. sort	appeals
8. John, Mary	is	18. horse, wagon	was
9. class	are voting	19. man, woman	is
10. frankfurters, sauerkraut	make	20. (you)	come

## EXERCISE 15

*Note:* In this and succeeding exercises where numbers are placed in parentheses, those numbers refer to the sections tested. When a student errs, he should carefully re-study the section.

1. is (52e)	6. is (51, 55)	11. was (52a)
2. was (52e)	7. are (51, 50c)	12. was (52e)
3. was (52f)	8. have (52e)	13. was (52c, 55)
4. go (53)	9. is (51)	14. were (52a)
5. is (52c, 55)	10. are (53, 56c)	15. was (52f)

## EXERCISE 16

1. sweet (23c)	8. bad (23c)	14. are (53, 56c)	20. sat (46)
2. drunk (44)	9. make (53)	15. saw (44)	21. ridden (44)
3. is (52e, 56c)	10. sitting (40)	16. have (52e)	22. was (52a)
4. really (32)	11. broken (44)	17. laid (46)	23. lie (46)
5. lying (46)	12. has (52c, 55)	18. is (51, 52a, 55)	24. risen (46)
6. has (52e)	13. is (55)	19. begun (44)	25. lain (46)
7. has (52f)			

## EXERCISE 17

1. her (38)	6. I (61)	11. their (50)	16. I (23b)
2. her (48)	7. her (48)	12. I (16)	17. his (49)
3. I (23b, 57)	8. him (19)	13. who (16)	18. me (18, 61)
4. whom (38)	9. we (16)	14. me (38, 57)	19. me (19)
5. its (50)	10. whom (18)	15. us (18)	20. his (49)

## EXERCISE 18

- |                       |                                |
|-----------------------|--------------------------------|
| 1. hers (28d-1, note) | 6. dime's (28c-2, 62)          |
| 2. color of the house | 7. months' (28c-2, 62)         |
| 3. Jones' (12a, 62)   | 8. Joneses' (12a, 62)          |
| 4. children's (12)    | 9. yours, theirs (28d-1, note) |
| 5. Ames's (12)        | 10. Jones's (62)               |

## EXERCISE 19

- |                       |                          |
|-----------------------|--------------------------|
| 1. him (38)           | 14. their (50)           |
| 2. us (10, 61)        | 15. Davises' (12a, 62)   |
| 3. whom (38)          | 16. one another (58)     |
| 4. his (49)           | 17. I (16, 61)           |
| 5. hers (28d-1, note) | 18. his (48)             |
| 6. him (38)           | 19. us (18)              |
| 7. we (16)            | 20. dollars' (28c-2, 62) |
| 8. she (23b)          | 21. week's (28c-2, 62)   |
| 9. its (28d-1, note)  | 22. whom (18)            |
| 10. who (16)          | 23. me (38, 57)          |
| 11. me (10, 57)       | 24. his (49)             |
| 12. women's (62)      | 25. me (38)              |
| 13. us (38)           |                          |

## EXERCISE 20

- |                                   |   |
|-----------------------------------|---|
| 1. to answer                      | noun phrase, subject of the verb <i>would be</i> .            |
| 2. to reply                       | adverb phrase, modifying the adjective <i>foolish</i> .       |
| 3. to go downtown for a newspaper | noun phrase, object of the verb <i>asked</i> .                |
| 4. to make a good cake            | adverb phrase, modifying the verb <i>should follow</i> .      |
| 5. to make me obey him            | noun phrase, object of the verb <i>tried</i> .                |
| 6. the bell (to) ring             | noun phrase, object of the infinitive <i>to make</i> .        |
| 7. to do                          | noun phrase, object of the verb <i>did hear</i> .             |
| 8. to come                        | adjective phrase, modifying the noun <i>job</i> .             |
|                                   | adverb phrase, modifying the adjective <i>willing</i> .       |
| 9. to leave                       | (Note: <i>willing</i> is subjective complement.)              |
| 10. to listen                     | adverb phrase, modifying the adverb <i>too</i> .              |
| to hear                           | noun phrase, subject of the verb <i>is</i> .                  |
|                                   | noun phrase, subjective complement after the verb <i>is</i> . |
| 11. to play tennis                | adverb phrase, modifying the verb <i>came</i> .               |

## EXERCISE 21

1. X Infinitive dangling; see 67. Correct as follows: To make biscuits, follow (or you should follow or one should follow, etc.) the directions of the cookbook carefully.

2. X Tense of infinitive wrong; see 70. Correct as follows: I should have liked to see the show last night.
3. C
4. X Infinitive dangling; see 67. Correct as follows: To make good pottery, one must use careful workmanship.
5. X Tense of infinitive wrong; see 70. Correct as follows: John would have liked to see the cattle show.
6. C
7. C
8. X Tense of infinitive wrong; see 70. Correct as follows: Why would you have liked to say something at the meeting yesterday?
9. X Infinitive dangling; see 67. Correct as follows: To play tennis successfully, one must have his feet at all times in the proper position.
10. C

## EXERCISE 22

- |                   |  |
|-------------------|--|
| 1. listening      | participle, modifying the pronoun <i>I</i> .   |
| reassured         | participle, subjective complement, modifying the pronoun <i>I</i> .                                  |
| undertaking       | gerund, object of the preposition <i>to</i> .  |
| 2. trickling      | participle, modifying the noun <i>stream</i> .   |
| 3. being          | participle, modifying the noun <i>day</i> . (Note: <i>The day being fair</i> is an absolute phrase.) |
| continuing        | gerund, object of the preposition <i>on</i> .  |
| 4. hit            | participle, modifying the noun <i>girl</i> .   |
| 5. swimming       | gerund, subject of the verb <i>is</i> .  |
| 6. playing        | gerund, object of the verb <i>prefer</i> .   |
| working           | gerund, object of the preposition <i>to</i> .  |
| 7. being mistaken | gerund, object of the preposition <i>of</i> .  |
| 8. continued      | participle, modifying the noun <i>silence</i> .  |
| provoking         | participle, subjective complement, modifying the noun <i>silence</i> .                               |
| 9. coming         | gerund, subject of the verb <i>caused</i> .  |
| writing           | gerund, object of the infinitive <i>to stop</i> .  |
| 10. broken        | participle, modifying the noun <i>branch</i> .   |
| obstructing       | participle, subjective complement, modifying the noun <i>branch</i> .                                |

## EXERCISE 23

1. X Tense of participle wrong; see 74. Correct as follows: The dam is in good condition, having been built only last year.
2. X Participle dangling; see 73. Correct as follows: Running down the street, we saw the sun rising.
3. C
4. X Gerund dangling; see 80. Correct as follows: After answering three questions wrong, the student was told to sit down.
5. C
6. X Participle dangling; see 73. Correct as follows: John was lame as a result of his being kicked by a horse.

7. X Gerund dangling; see 80. Correct as follows: Instead of pinning her hat on, she set it loosely upon her head.  
 8. X Participle dangling; see 73. Correct as follows: Traveling along the main highway at sixty miles an hour, our car collided with another car.  
 9. X Tense or participle wrong; see 74. Correct as follows: Having walked for hours over the sandy beach, I suddenly felt exhausted.  
 10. C  
 11. C

## EXERCISE 24

- |                              |  |
|------------------------------|--|
| 1. crouching                 | participle, modifying the pronoun <i>I</i> .                             |
| the sun (to) rise above      | infinitive noun phrase, object of the verb <i>saw</i> .                  |
| the obstinate tree tops      | participle, modifying the noun <i>tree tops</i> .                        |
| gleaming                     | infinitive noun phrase, object of the verb <i>told</i> .                 |
| 2. to start the engine going | gerundive phrase, object of the infinitive <i>to start</i> .             |
| the engine going             | gerund, object of the preposition <i>after</i> .                         |
| 3. stopping                  | infinitive adverb phrase, modifying the gerund <i>stopping</i> .         |
| to watch the children        | gerundive phrase, object of the infinitive <i>to watch</i> .             |
| playing                      | infinitive noun phrase, object of the verb <i>decided</i> .              |
| the children playing         | participle, modifying the noun <i>destination</i> .                      |
| to go on to my scheduled     | gerund, subject of the verb <i>proved</i> .                              |
| destination                  | infinitive noun phrase, object of the preposition <i>for</i> .           |
| scheduled                    | participle, subjective complement, modifying the gerund <i>waiting</i> . |
| 4. waiting                   | participle, modifying the pronoun <i>I</i> .                             |
| John to come                 | participle, subjective complement, modifying the pronoun <i>I</i> .      |
| irritating                   | participle, modifying the noun <i>lady</i> .                             |
| 5. struck                    | participle, modifying the noun <i>episode</i> .                          |
| disappointed                 | infinitive adverb phrase, modifying the verb <i>failed</i> .             |
| 6. amused                    | gerund, object of the infinitive <i>to note</i> .                        |
| entertaining                 | participle, modifying the gerund <i>plotting</i> .                       |
| to note the plotting going   | infinitive noun phrase, object of the verb <i>make</i> .                 |
| on behind her                | infinitive adverb phrase, modifying the adverb <i>too</i> .              |
| plotting                     | participle, modifying the pronoun <i>I</i> .                             |
| going                        | infinitive adverb phrase, modifying the adjective <i>glad</i> .          |
| 7. John (to) do the job well | gerund, subjective complement after the verb <i>is</i> .                 |
| 8. to begin                  |  |
| 9. listening                 |  |
| to hear her answer           |  |
| 10. swimming                 |  |

- |   |   |
|---|---|
| 11. having passed                                   | participle, modifying the noun <i>car</i> . (Note: <i>The car having passed</i> is an absolute phrase.) |
| to cross the street                                 | infinitive noun phrase, object of the verb <i>decided</i> .   |
| 12. coming  | gerund, object of the preposition <i>since</i> .  |
| leaving   | gerund, object of the preposition <i>like</i> .   |
| 13. to interview your cousin                        |   |
| about having her photograph taken for the newspaper | infinitive adverb phrase, modifying the verb <i>have come</i> .   |
| having  | gerund, object of the preposition <i>about</i> .  |
| taken   | participle, modifying the noun <i>photograph</i> .  |
| 14. to do   | infinitive adjective phrase, modifying the noun <i>work</i> .   |
| repairing   | gerund, object of the preposition <i>with</i> .   |
| broken  | participle, modifying the noun <i>chair</i> .   |

## EXERCISE 25

- |                 |                       |                  |                  |
|-----------------|-----------------------|------------------|------------------|
| 1. John's (79a) | 4. they (68)          | 6. whom (67)     | 8. him (67)      |
| 2. him (69)     | 5. Albert (79a, note) | 7. whom (18, 66) | 9. who (16)      |
| 3. his (79b)    |                       |                  | 10. John's (79a) |

## EXERCISE 26

- |                  |            |             |             |
|------------------|------------|-------------|-------------|
| 1. 2 (79a)       | 8. 3 (70)  | 14. 1 (67)  | 20. 2 (73)  |
| 2. 2 (67)        | 9. 1 (16)  | 15. 2 (79a) | 21. 2 (74)  |
| 3. 1 (73)        | 10. 2 (80) | 16. 1 (73)  | 22. 1 (68)  |
| 4. 2 (73)        | 11. 1 (70) | 17. 2 (74)  | 23. 2 (80)  |
| 5. 1 (79a, note) | 12. 2 (67) | 18. 1 (73)  | 24. 1 (69)  |
| 6. 1 (67)        | 13. 2 (70) | 19. 2 (67)  | 25. 2 (79b) |
| 7. 2 (73)        |            |             |             |

## EXERCISE 27

- Comma (evening); period at the end. (85a, 8a)
- Semi-colon (morning); period at the end. (85b, 8a)
- Semi-colon (us); period at the end. (85b, 8a)
- Question mark (pass); capitalize *have*; question mark at the end. (8, 8b)
- Semi-colon (prized); period at the end. (85b, 8a)
- Commas (ant, ways); period at the end. (85c, 8a)
- Comma (publication); period at the end. (85a, 8a)
- Semi-colon (statement); period at the end. (85b, 8a)
- Comma (request); period at the end. (85a, 8a)
- Semi-colon (night); period at the end. (85b, 8a)
- Comma (problem); period at the end. (85a, 8a)
- Exclamation point (night); capitalize *what*; exclamation point at the end. (8, 8c)
- Semi-colon (once); period at the end. (85b, 8a)

14. Semi-colon (fleshy period) at the end. (85b, 8a)
15. Semi-colon (fleshy period) at the end. (85a, 8a)
16. Question mark (fleshy period) at the end. (8, 8b)
17. Semi-colon (fleshy period) at the end. (85b, 8a)
18. Semi-colon (fleshy period) at the end. (85a, 8a)
19. Semi-colon (fleshy period) at the end. (85b, 8a)
20. Semi-colon (fleshy period) at the end. (85b, 8a)

## EXERCISE 28

1. Period at the end. (3 cent)
2. Commas (pigeon, walled); period at the end. (85c, 86)
3. Commas (fleshy); question mark at the end. (30b)
4. Commas (fleshy, saw); period at the end. (85c, 86)
5. Commas (English, German); period at the end. (86)
6. Commas (faith, hope); comma (charity); period at the end. (86, 85a)
7. Commas (best, worst); period at the end. (86)
8. Commas (crafts, career); period at the end. (86)
9. Commas (steadily, gradually); period at the end. (86)
10. Commas (ways); period at the end. (85a)
11. Semi-colon (neighborhood); comma (finest); period at the end. (30c note, 85b, 30b)
12. Commas (picked, nutritious); period at the end. (86)
13. Period at the end. (86)
14. Period at the end. (86)
15. Exclamation point at the end. (86)
16. Commas (well, group); period at the end. (85c, 86)
17. Commas (feet, garden); period at the end. (86)
18. Commas (wide); period at the end. (30b, 30c note)
19. Commas (man, woman); period at the end. (86)
20. Commas (ploughing, harrowing); period at the end. (86)

## EXERCISE 29

1. Commas (was, thought); period at the end. (87c)
2. Commas (think, John); question mark at the end. (76)
3. Commas (John, years); period at the end. (60)
4. Comma (certainly); commas (Street, Orange, Jersey, 1); period at the end. (87b, 88)
5. Comma (Alas); semi-colon (dog); period at the end. (87a, 30c note, 85b)
6. Comma (Yes); commas (has, believe); period at the end. (87b, 87c)
7. Commas (opinion, John); period at the end. (76)
8. Commas (strange, considered); period at the end. (75)
9. Commas (14, 1932, Schenectady); period at the end. (88)
10. Commas (No, Mary); semi-colon (subject); period at the end. (87b, 76, 85b)
11. Commas (Mary, truth); period at the end. (87c)
12. Comma (enough); period at the end. (87c)
13. Comma (Oh); question mark at the end. (87a)
14. Commas (Mother, rest); period at the end. (75)

15. Comma (moreover) ; comma (herself) ; period at the end. (87d, 87c)
16. Commas (Smith, acquaintance) , period at the end. (60)
17. Commas (deer, say) , period at the end. (87c)
18. Comma (coming) ; question mark at the end. (87c)
19. Commas (What, John) , question mark at the end. (76)
20. Commas (Smith, president) ; exclamation point at the end. (60)

## EXERCISE 30

1. Comma (Chicago) ; semi-colon (route) ; period at the end. (81, 85b)
2. Comma (porch) , period at the end (81)
3. Comma (problem) ; period at the end. (81)
4. Comma (east) ; period at the end. (81)
5. Period at the end.
6. Comma (package) ; period at the end. (81)
7. Comma (union) ; period at the end. (81)
8. Comma (task) , period at the end. (81)
9. Period at the end.
10. Comma (kind) ; period at the end (81)

## EXERCISE 31

1. Commas (statement, sure) ; period at the end. (87c)
2. Comma (street) ; period at the end (81, 60)
3. Commas (24, 1935) ; semi-colon (check) ; comma (however) ; period at the end. (88, 85b, 87d)
4. Comma (conscientiously) ; question mark at the end. (76)
5. Comma (long-winded) ; exclamation point at the end. (30b, 30c note)
6. Comma (surely) ; commas (Jones, carpenter) ; period at the end. (87b, 60)
7. Commas (street, Newark, Jersey) ; commas (man, daughters) ; period at the end. (88, 86)
8. Comma (machine) ; commas (apart, again) ; period at the end. (81, 86)
9. Commas (was, thought) ; commas (deaf, dumb) ; period at the end. (87c, 86)
10. Comma (Añās) ; comma (loving) ; period at the end. (87a, 30b)
11. Semi-colon (concealed) ; period at the end. (85b)
12. Comma (mortar) ; period at the end. (81)
13. Question mark at the end.
14. Comma (aged) ; period at the end. (30b, 30c note)
15. Comma (request) ; period at the end. (85a)
16. Comma (Yes) ; commas (decided, favorable) ; period at the end. (87b, 75)
17. Commas (Johnson, city) ; commas (home, charity) ; comma (Augusta) ; period at the end. (60, 86, 88)
18. Exclamation point (was) ; period at the end. (8c)
19. Comma (statement) ; period at the end. (85a)
20. Comma (arisen) ; period at the end. (75)
21. Commas (pleasantly, smilingly) ; period at the end. (86)
22. Comma (trout) ; period at the end. (81)



23. *Commas* (No, Alice); comma (decision); period at the end. (87b, 76, 87c)  
 24. *Semicolon* (proposition); period at the end. (85b)  
 25. *Comma* (action); period at the end. (85a)

## EXERCISE 32

- |   |   |
|---|---|
| 1. Fragment; subject without predicate                | 11. Period at the end.                                |
| 2. Period at the end.                                 | 12. Exclamation point at the end.                     |
| 3. Period at the end.                                 | 13. Fragment; phrase without main clause.             |
| 4. Question mark at the end.                          | 14. Fragment; predicate without subject.              |
| 5. Fragment; subject without predicate                | 15. Question mark at the end.                         |
| 6. Exclamation point at the end.                      | 16. Fragment; subordinate clause without main clause. |
| 7. Fragment; phrase without main clause               | 17. Period at the end.                                |
| 8. Fragment; predicate without subject.               | 18. Period at the end.                                |
| 9. Period at the end.                                 | 19. Fragment; subordinate clause without main clause. |
| 10. Fragment; subordinate clause without main clause. | 20. Period at the end.                                |

## EXERCISE 33

<i>Subjects</i>	<i>Verbs</i>	<i>Relative Pronouns</i>	<i>Antecedents</i>
1. you	should be ashamed		
who	are	who	you
2. he	was		
who	are making	who	men
3. it	was		
I	had hoped	which	moment
4. four	had been stalled		
which	were standing	which	cars
which	had fallen	which	snow
5. (you)	please		
who	is	who	one
6. man	is		
who	will speak	who	man
who	needs	who	one
7. (you)	tell		
who	will be	who	man
8. you	do expect		
9. we	should choose		
who	do knuckle	who	men
10. who	should be		
you	do think		
we	should choose	whom	man

## EXERCISE 34

<i>Subjects</i>	<i>Verbs</i>	<i>Subjects</i>	<i>Verbs</i>
1. man	is	8. grandmother	is
who	is standing	who	was
2. town	is	9. months	have been
I	lived	mother	died
3. man	is	10. beggar	blessed
4. I	asked	11. Thomas Hardy	was
that	would meet	who	wrote
5. box	was filled	12. man	is
he	brought	13. time	was
6. I	have seen	I	saw
who	was	14. car	has broken
7. colonel	demanded	I	have had
		15. man	bad

<i>Adjective Clauses and Phrases</i>	<i>Kind</i>	<i>Word Modified</i>
1. who . . . corner (Clause)	Restrictive	man
2. where . . . lived (Clause)	Restrictive	town
3. fondling . . . violin (Phrase)	Restrictive	man
4. that . . . desires (Clause)	Restrictive	house
5. he brought home (Clause)	Restrictive	box
6. who . . . college (Clause)	Non-restrictive	Albert Jones
7. bristling with rage (Phrase)	Non-restrictive	colonel
8. who . . . month (Clause)	Non-restrictive	grandmother
9. since . . . died (Clause)	Restrictive	months
10. smiling at this largess (Phrase)	Non-restrictive	beggar
11. who . . . novels (Clause)	Non-restrictive	Thomas Hardy
12. standing on the street-corner (Phrase)	Restrictive	man
13. I saw my father (Clause)	Restrictive	time
14. which . . . years (Clause)	Non-restrictive	car
15. reaching for his crutch (Phrase)	Non-restrictive	man

## EXERCISE 35

1. Commas (carpenter, years); period at the end. (100) Note: Here the clause may be interpreted as restrictive, but then there are no commas (99). Note the difference in meaning.
2. Period at the end. (102)
3. Period at the end. (99)
4. Commas (man, corner); period at the end. (102)
5. Period at the end. (99)
6. Commas (John, Indies); period at the end. (100)
7. Period at the end. (102)
8. Period at the end. (102)
9. Period at the end. (99)

10. Commas (father, health); period at the end. (100)
11. Commas (loy, help); period at the end. (102)
12. Period at the end. (99)
13. Period at the end. (99)
14. Commas (car, speed); period at the end. (102)
15. Period at the end. (102)
16. Commas (arm, ago); period at the end. (100)
17. Commas (rear, turn); period at the end. (102)
18. Period at the end. (102)
19. Commas (book, Christmas); period at the end. (99, 100)
20. Commas (John, concentration); period at the end. (102)

## EXERCISE 36

<i>Subjects</i>	<i>Verbs</i>	<i>Subjects</i>	<i>Verbs</i>
1. you	arrive	6. Mary	was
you	should ask	she	was disturbed
2. you	would say	7. Smiths	have been
I	told	I	supposed
3. I	am	8. students	believe
I	will go	grammar	is
you	wish	9. you	want
4. John	worked	you	will have
he	pleased	I	have changed
5. John	wiped	10. you	want
he	went	you	should charge

  

<i>Adverb clauses</i>	<i>Word Modified</i>	<i>Part of speech of Modified Word</i>	<i>Conjunction</i>
1. when you arrive	should ask	verb phrase	when
2. if . . . truth	would say	verb phrase	if
3. although . . . well	will go	verb phrase	although
since . . . so	will go	verb phrase	since
4. whenever he pleased	worked	verb	whenever
5. before . . . house	never	adverb	before
6. so that . . . ruin	happy	adjective	so that
7. than . . . possible	happier	adjective	than
8. although . . . contrary	not	adverb	although
9. if . . . you until . . . clothes	will have	verb phrase	if
10. unless . . . badly	to wait	infinitive	until
	not	adverb	unless

## EXERCISE 37

- |   |   |
|---|---|
| 1. Comma (going); period at the end. (106d)       | 14. Comma (escape), period at the end. (81, 107)    |
| 2. Comma (you); period at the end. (105)          | 15. Period at the end. (106a)                       |
| 3. Period at the end. (106a)                      | 16. Comma (one); period at the end. (105)           |
| 4. Comma (all); period at the end. (107, 106a)    | 17. Period at the end. (106d)                       |
| 5. Comma (army); period at the end. (106b)        | 18. Comma (built); period at the end. (105)         |
| 6. Comma (lawn); period at the end. (105)         | 19. Period at the end. (106d)                       |
| 7. Question mark at the end. (106a)               | 20. Comma (inside); period at the end. (107)        |
| 8. Period at the end.                             | 21. Comma (hard); period at the end. (106b)         |
| 9. Comma (house), period at the end. (106c, 106a) | 22. Period at the end.                              |
| 10. Period at the end.                            | 23. Comma (conversation); period at the end. (106b) |
| 11. Period at the end. (30c note, 106a)           | 24. Comma (others); period at the end. (106b)       |
| 12. Comma (before); period at the end. (107)      | 25. Comma (request); period at the end. (106d)      |
| 13. Period at the end. (106a)                     |   |

## EXERCISE 38

- |                           |                        |
|---------------------------|------------------------|
| 1. go (94 note)           | 10. whom (67, 95)      |
| 2. who (16, 95)           | 11. am (94)            |
| 3. whoever (18, 66, 109c) | who (16, 95)           |
| 4. are (94)               | 12. whoever (16, 109c) |
| 5. are (94 note)          | 13. whom (18)          |
| 6. whom (38)              | 14. I (98)             |
| 7. is (94)                | 15. we (98)            |
| 8. her (98)               | 16. him (38)           |
| 9. me (98)                |                        |

## EXERCISE 39

- |                       |                          |
|-----------------------|--------------------------|
| 1. him (98)           | 14. him (38)             |
| 2. me (38, 57)        | 15. him (69)             |
| 3. hours' (28c-2, 62) | 16. his (49)             |
| 4. its (50)           | 17. me (18, 61)          |
| 5. my (79a)           | 18. himself (48)         |
| 6. Burnses' (12a, 62) | 19. minute's (28c-2, 62) |
| 7. he (98)            | 20. I (23b, 57)          |
| 8. ladies' (12b, 62)  | 21. who (16, 95)         |
| 9. him (38)           | 22. its (28d-1, note)    |
| 10. whoever (16)      | 23. their (50)           |
| 11. children's (62)   | 24. he (68)              |
| 12. who (16, 109b)    | 25. me (19)              |
| 13. whom (38, 95)     |                          |

## EXERCISE 40

<i>Subjects</i>	<i>Verbs</i>	<i>Subjects</i>	<i>Verbs</i>
1. (you)	tell	7. suspicions	were justified
you	expect	all	was
2. he	asked	8. it	is
I	intended	he	refused
3. truth	is	9. what	has been gained
I	require	what has been	
4. I	wonder	gained	is
you	will say	he	understands, can
5. I	believe	say	
what I believe	is	what	is said
6. we	listened	he	intends
he	had	10. action	is
		what	is needed
<i>Noun Clauses</i>	<i>Constructions</i>	<i>Conjunctions</i>	
1. what . . . tomorrow	Object of the verb <i>tell</i> .	what	
2. what . . . demand	Object of the verb <i>asked</i>	what	
3. what I require	Subjective complement after the verb <i>is</i> .	what	
4. what . . . request	Object of the verb <i>wonder</i> .	what	
5. what I believe	Subject of the verb <i>is</i> .	what	
6. what . . . us	Object of the preposition <i>to</i> .	what	
7. that . . . firm	Apposition with the noun <i>suspicions</i> .	that	
8. why . . . come	Object of the infinitive <i>to understand</i> .	why	
9. what . . . gained	Subject of the verb <i>is</i> .	what	
that . . . intends	Subjective complement after the verb <i>is</i>	that	
what is said	Object of the verb <i>understands</i> .	what	
• what he intends	Object of the verb phrase <i>can say</i> .	what	
10. what . . . moment	Subjective complement after the verb <i>is</i> .	what	

## EXERCISE 41

<i>Subjects</i>	<i>Verbs</i>	<i>Subjects</i>	<i>Verbs</i>
1. I	have moved	5. it	is
I	hope	man	should work
you	will come	he	wishes
2. you	will tell	6. Mr. Smith	has moved
you	intend	I	have seen
I	must seek	which	stands
3. I	hope	7. town	must be
you	will do	I	would be willing
what . . . do	is	that	is located
I	can hire	8. hours	have been
4. you	may go	I	saw
wishes	will go	you	knew

<i>Subjects</i>	<i>Verbs</i>	<i>Subjects</i>	<i>Verbs</i>
you	would approve	we	must proceed
9. what	must be done	we	expect
what . . . now	is	who	has stolen
who	perpetrated	11. success	is
what	was	I	hope
10. I	am mistaken		

<i>Clause</i>	<i>Kind and Construction</i>	<i>Introducing Word</i>
1. after . . . home	Adverb clause, modifying the verb phrase <i>will come</i> .	after
that . . . me	Noun clause, object of the verb <i>hope</i> .	that
2. if . . . intend	Adverb clause, modifying the verb phrase <i>must seek</i> .	if
what you intend	Noun clause, object of the verb phrase <i>will tell</i> .	what
3. what . . . do	Noun clause, subject of the verb <i>is</i> .	what
that . . . do	Noun clause, object of the verb <i>hope</i> .	that
whom . . . confidence	Adjective clause, modifying the noun <i>man</i> .	whom
4. wherever . . . go	Adverb clause, modifying the verb phrase <i>will go</i> .	wherever
5. that . . . wishes	Noun clause, in apposition with <i>it</i> .	that
before he wishes	Adverb clause, modifying the verb phrase <i>should work</i> .	before
6. whom . . . years	Adjective clause, modifying the noun <i>Mr. Smith</i> .	whom
which . . . Streets	Adjective clause, modifying the noun <i>house</i> .	which
7. where . . . business	Adjective clause, modifying the noun <i>town</i> .	where
that . . . railroad	Adjective clause, modifying the pronoun <i>one</i> .	that
8. since . . . you	Adjective clause, modifying the noun <i>hours</i> .	since
which . . . heartily	Adjective clause, modifying the noun <i>projects</i> .	which
9. if . . . them	Adverb clause, modifying the verb phrase <i>would approve</i> .	if
what . . . now	Noun clause, subject of the verb <i>is</i> .	what
who . . . outrage	Noun clause, object of the infinitive <i>to discover</i> .	who
what . . . motive	Noun clause, object of the infinitive <i>to discover</i> .	what
10. unless . . . mistaken	Adverb clause, modifying the verb phrase <i>must proceed</i> .	unless
if . . . crown	Adverb clause, modifying the verb phrase <i>must proceed</i> .	if

<i>Clause</i>	<i>Kind and Construction</i>	<i>Introducing Word</i>
who . . . crown	Noun clause, object of the gerund <i>discovering</i> .	who
11. what . . . quest	Noun clause, subjective complement after the verb <i>is</i> .	what

## EXERCISE 42

(Use the Index for references.)

1. 2	7. 1	13. 1	19. 1
2. 6	8. 3	14. 2	20. 7
3. 1	9. 6	15. 4	21. 3
4. 2	10. 3	16. 6	22. 1
5. 4	11. 7	17. 5	23. 3
6. 7	12. 6	18. 3	24. 7
			25. 5

## EXERCISE 43

- |   |   |
|---|---|
| 1. Question mark at the end. (112)                  | 7. Period at the end (112, 106a)                      |
| 2. Period at the end (112)                          | 8. Comma optional (festival); period at the end (112) |
| 3. Period at the end. (114)                         | 9. Period at the end. (112)                           |
| 4. Commas (evening, hunt); period at the end. (111) | 10. Period at the end. (112, 106a)                    |
| 5. Comma (leave), period at the end. (112, 106d)    | 11. Commas (me, troubles); period at the end. (114)   |
| 6. Period at the end. (111)                         | 12. Comma (most); period at the end. (111)            |

## EXERCISE 44

- |  |  |
|--|--|
| 1. Period at the end. (99)                                   | 13. Commas (Smith, friend); period at the end. (100)       |
| 2. Comma (hours); period at the end. (105, 112)              | 14. Comma (say); period at the end. (105, 112)             |
| 3. Commas (boy, water); period at the end. (102, 106a)       | 15. Commas (boy, viciously); period at the end. (102)      |
| 4. Commas (staff, re-enforcements); period at the end. (114) | 16. Period at the end. (99)                                |
| 5. Period at the end. (106a)                                 | 17. Question mark at the end. (111)                        |
| 6. Period at the end. (112)                                  | 18. Comma (father); period at the end. (102, 100)          |
| 7. Period at the end. (99)                                   | 19. Comma (after); period at the end. (107, 112)           |
| 8. Comma (before); period at the end. (107)                  | 20. Period at the end. (106a, 112)                         |
| 9. Commas (wish, funeral); period at the end. (111)          | 21. Commas (summer, Italy); period at the end. (114, 106a) |
| 10. Period at the end. (102)                                 | 22. Commas (Walpole, years); period at the end. (100)      |
| 11. Comma (west); period at the end. (106d, 112)             | 23. Period at the end. (112)                               |
| 12. Period at the end. (111)                                 |  |

24. Comma (attempt); period at the end (106b)      25. Commas (audience, alike); period at the end. (111)

## EXERCISE 45

- |                        |                        |
|------------------------|------------------------|
| 1. had lost (121b)     | 12 were (124)          |
| 2. will (116)          | 13. shall (116, 119)   |
| 3 were (124)           | 14. had known (121b)   |
| 4. shock (122)         | 15. were (124)         |
| 5. shall (115)         | 16. shall (117)        |
| 6. were (124)          | 17. had left (121b)    |
| 7. is (120)            | 18. shall (117)        |
| 8. shall (115)         | 19. should (118d, 119) |
| 9. borrows (120)       | 20. will (115)         |
| 10. had thought (121b) | 21. should (118b),     |
| 11. is (120)           | should (118d)          |

## EXERCISE 46

- |                   |                      |
|-------------------|----------------------|
| 1. nor (128)      | 16. that (125e)      |
| 2. almost (126b)  | 17. feeling (129)    |
| 3. that (125a)    | 18. let (130)        |
| 4. could (126f)   | 19. one another (58) |
| 5. likely (126c)  | 20. are (12h)        |
| 6. myself (57b)   | 21. because of (133) |
| 7. so that (125c) | 22. his (132)        |
| 8. whether (125a) | 23. unless (125h)    |
| 9. type of (131)  | 24. each other (58)  |
| 10. as if (125b)  | 25. standing (130)   |
| 11. surely (32)   | 26. due to (133)     |
| 12. when (125d)   | 27. that (125a)      |
| 13. could (126f)  | 28. among (127)      |
| 14. let (130)     | 29. none (127)       |
| 15. fewer (126a)  | 30. very (126d)      |

## EXERCISE 47

- |                              |                          |
|------------------------------|--------------------------|
| 1. have (94, note)           | 13. is (120)             |
| 2. should (118d)             | 14. due to (133)         |
| 3. is (94)                   | 15. were (124)           |
| 4. as (125b)                 | 16. shall (116)          |
| 5. were (124)                | 17. as if (125b)         |
| 6. had been (121b)           | 18. that (125a)          |
| 7. were (124)                | 19. will (117)           |
| 8. as the result of<br>(133) | 20. were (124)           |
| 9. hurt (122)                | 21. whether (125a)       |
| 10. that (125a)              | 22. will (117)           |
| 11. shall (115)              | 23. have worked (121a) • |
| 12. let (130)                | 24. so that (125c)       |
|                              | 25. could (126f)         |



## EXERCISE 48

1. Apostrophes (*n* in *Didnt*, final *s* in *Joneses*); hyphenate *car sick*; question mark at the end. (134a, 62, 135a)
2. Capitalize *junior high school*; question mark at the end. (136, 136e)
3. Apostrophes (*i* in *is*, *t* in *its*); period at the end. (134b)
4. Apostrophe (*d* in *Garlands*); capitalize *son*, *middle border*; italicize *Son of the Middle Border*; capitalize *middle west*; period at the end. (62, 136f, 137, 138a, 136b)
5. Hyphenate *travel stained*; apostrophe (*n* in *hasnt*); period at the end. (135a, 134a, 28d-1 note)
6. Capitalize and italicize *mauritania*; capitalize *line*; period at the end. (136, 137, 138c, 136e)
7. Apostrophe (*n* in *mens*); hyphenate *three day*; apostrophe (*s* in *ladies*); period at the end. (62, 135a)
8. Capitalize *new york times*; italicize *Times*; capitalize *professor*; apostrophe (*h* in *Smiths*), capitalize *railroad companys*; apostrophe (*y* in *Companys*); capitalize *city*; period at the end. (136f, 137, 138b, 136c, 62, 136e, 62, 136e)
9. Apostrophe (first *o* in *oclock*); hyphenate *side swept*, *south bound*; period at the end. (134a, 135a)
10. Capitalize *italian*, question mark at the end. (136)
11. Apostrophes (*n* in *doesnt*, *n* in *arent*); question mark at the end. (134a)
12. Capitalize *hebraism*, *hellenism*; enclose in quotation marks *Hebraism and Hellenism*; apostrophe (*d* in *Arnolds*); capitalize *culture*, *anarchy*; italicize *Culture and Anarchy*; question mark at the end. (136f, 138a, 62, 136f, 137, 138a)
13. Apostrophe (*n* in *didnt*); apostrophe (*e* in *Poes*); question mark at the end. (134a, 62, 28d-1 note)
14. Capitalize and italicize *red book magazine*; period at the end. (136f, 137, 138b)
15. Apostrophe (*t* in the first *its*); period at the end. (134a, 28d-1 note)
16. Capitalize *avenue*; period at the end. (136e)
17. Hyphenate *money mad*; period at the end. (135a)
18. Change *Norris* to *Norris's*; capitalize and italicize *the octopus*; period at the end. (62, 136f, 137, 138a)
19. Apostrophe (*t* in the first *its*); period at the end. (134a, 28d-1 note)
20. Italicize *réalité*; capitalize *french*; period at the end. (138d, 136)

## EXERCISE 49

1. Quotes at beginning; comma (*June*); quotes after the comma; comma (*said*); quotes before *and*; period at the end; quotes after the period. (140, 141)
2. Quotes at beginning; comma (*today*); quotes after the comma; period (*John*); quotes before *my*; capitalize *my*; comma (*now*); single quote before *you*; capitalize *you*; period at the end; single quote after the period; quotes after the single quote. (140, 141, 142b, 136a, 143)
3. Quotes at beginning; question mark (*honesty*); quotes after the question mark; period at the end. (140, 142a)

4. Quotes at beginning; comma (yet); quotes after the comma; semi-colon (sister); quotes before *he*, period at the end; quotes after the period. (140, 142b)
5. Quotes at beginning; comma (committee); quotes after the comma; period at the end. (140, 141)
6. Quotes at beginning; question mark (us); quotes after the question mark; period (John); quotes before *wc'd*; capitalize *wc'd*, period at the end; quotes after the period (140, 142a, 142b, 136a)
7. Comma (words); quotes before *I*, period at the end; quotes after the period (140, 141)
8. Quotes at beginning; comma (conditions); quotes after the comma; comma (Mabel); quotes before *is*; period at the end; quotes after the period. (140, 141)
9. Quotes at beginning; comma (absurd); quotes after the comma; period or semi-colon (maintained); quotes before *I*; period at the end; quotes after the period (140, 142)
10. Quotes at beginning; exclamation point (Hurrah); quotes after the exclamation point; comma or period (shouted); quotes before *wc're*; capitalize *wc're* if a period is used after *shouted*; period or exclamation point at the end; quotes after the period or exclamation point. (140, 142, 136a)

## EXERCISE 50

1. Quotes before *Do*; capitalize and italicize *an international episode*; question mark (read); quotes after the question mark; capitalize *professor*; period at the end. (140, 136f, 137, 138a, 8b, 136c, 142a)
2. Commas (sure, John), apostrophe (*n* in *dont*), comma (policy), period at the end (76, 134a, 87c)
3. Commas (John, old); commas (thinks, is); period at the end. (60, 75)
4. Period at the end. (30c note, 112)
5. Quotes before *Yes*; comma (Yes); comma (true); quotes after the comma; semi-colon (John); quotes before *nevertheless*; apostrophe (*I* in *Im*, *n* in *havent*); period at the end; quotes after the period. (140, 87b, 142, 134a)
6. Comma (result); comma (anyone); period at the end. (81, 106b)
7. Italicize *Aquitania*; comma (*Aquitania*); semi-colon (suspended); comma (however); period at the end. (137, 138c, 81, 85b, 87d, 106a, 102)
8. Commas (13, 1919, Dix); period (Jersey); capitalize *at*; capitalize *east*; comma (East); period at the end. (88, 8a, 136a, 136b, 106a, 106b)
9. Quotes before *It*; comma (happened); quotes after the comma; period (Mary); quotes before *why*; capitalize *why*; apostrophe (*n* in *didnt*); question mark at the end; quotes after the question mark. (140, 142, 136a, 134a)
10. Capitalize *street*; commas (Street, Albany, York); comma (father); period at the end. (99, 136e, 88, 100)
11. Comma (Oh); apostrophes (*t* in *its*, *n* in *didnt*); semi-colon (right); period at the end. (87a, 134a, 85b)
12. Comma (hours); period at the end. (30c note, 85a)

13. Capitalize *rail road company, middle west*, period at the end. (136e, 136b)
14. Apostrophe (final *s* in *Joneses*); comma (said); quotes before *come*; capital *come*, period at the end; quotes after the period. (62, 140, 141, 130a)
15. Question mark at the end. (60, 28d-1 note)
16. Commas (Jones, talking); period at the end. (100, 99)
17. Hyphenate *two fifths, white pine*; apostrophes (*n* in *mens*, *s* in *ladies*); comma (sheathing); period at the end. (135a, 62, 85a)
18. Quotes before *Have*; capitalize *the way, all flesh*, italicize *The Way of All Flesh*; question mark (flesh); quotes after the question mark; period at the end. (140, 136f, 137, 138a, 8b, 142a)
19. Comma (garden); commas (ruas, porch); apostrophe (*g* in *mornings*); capitalize *new york tunes*; italicize *Times*; period at the end. (81, 86, 62, 136f, 137, 138b)
20. Comma (dogged); capitalize *german*, commas (red, white); semi-colon (Italy); period at the end. (30b, 136, 86, 85b)
21. Exclamation point at the end. (8c)
22. Hyphenate *dew drenched*, semi-colon (wet); period at the end. (135a, 106c, 85b)
23. Capitalize and enclose in quotes *the everlasting no*, capitalize and italicize *savior resartus*; question mark (*Resartus*); capitalize *it*; commas (is, considered); hyphenate *soul revealing*, period at the end. (136f, 138a, 137, 8b, 136a, 75, 135a)
24. Comma (all); commas (house, grove); comma (charming); period at the end. (107, 102, 106a, 30b)
25. Comma (after); comma (avoided); period at the end. (107, 106b, 106d)

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Name..... Date.....

REVIEW TEST I

Form A.

(Parallel with Exercise 7.)

*Directions:* Write in each space at the right the proper number; i. e., that number which in the following table corresponds to the proper description of the underlined word or words.

- |                     |                                      |
|---------------------|--------------------------------------|
| 1. Subject.         | 6. Subjective complement, noun.      |
| 2. Verb.            | 7. Subjective complement, adjective. |
| 3. Verb phrase.     | 8. Objective complement, noun.       |
| 4. Direct object.   | 9. Objective complement, adjective.  |
| 5. Indirect object. | 10. Retained object.                 |
- 
1. John called the house ugly and disreputable. ( ... )
  2. Your grandfather and his father must have been rich. ( ... )
  3. My uncle sent the patient some beautiful flowers. ( ... )
  4. The store managers appointed Mr. Smith and Mary. ( ... )
  5. Did the lecturer make his talk humorous? ( ... )
  6. The Joneses must have left town recently. ( ... )
  7. John has been sent the evening papers. ( ... )
  8. Could that decrepit tramp have been the culprit? ( ... )
  9. The coroner has sent the district attorney and me a lengthy report. ( ... )
  10. Did anyone call my Uncle Albert a good executive? ( ... )
  11. The general and his handsome aide made their farewells. ( ... )
  12. Johnny always behaves nicely. ( ... )
  13. The newcomers were my Aunt Alice and my father. ( ... )
  14. Tomorrow I shall paint my new house green. ( ... )
  15. The new courthouse seems very ornate and ugly. ( ... )
  16. When did Albert give his mother that new dress? ( ... )
  17. Is that animal a giraffe? ( ... )
  18. My grandfather has made my brother his heir. ( ... )
  19. Should Mary have confessed her escapade? ( ... )
  20. The old carpenter told my father a strange story. ( ... )
  21. The smartest boy present was chosen treasurer. ( ... )
  22. The secretary and his stenographer were alert. ( ... )
  23. The judge called the prisoner a rascal. ( ... )
  24. Mary detests spinach and lettuce. ( ... )
  25. Why should father have given me such a scolding? ( ... )





Name..... Date.....

REVIEW TEST I

Form B.

(Parallel with Exercise 7.)

Directions: Write in each space at the right the proper number; i.e., that number which in the following table corresponds to the proper description of the underlined word or words

- |                     |                                      |
|---------------------|--------------------------------------|
| 1. Subject.         | 6. Subjective complement, noun.      |
| 2. Verb             | 7. Subjective complement, adjective. |
| 3. Verb phrase.     | 8. Objective complement, noun.       |
| 4. Direct object.   | 9. Objective complement, adjective.  |
| 5. Indirect object. | 10. Retained object.                 |
- 
1. I would never have shown her that valentine. (...)
  2. The old man regrets his happy, carefree youth. (...)
  3. I have always thought John Smith a scoundrel. (...)
  4. The new manager and his wife are pleasant people. (...)
  5. Corned beef and cabbage are a delicious combination. (...)
  6. The real-estate agent sold Mr. Jones that old house. (...)
  7. Could anyone have anticipated such an outcome? (...)
  8. Sentimentalists have thought some criminals martyrs. (...)
  9. May not that animal have been a lynx? (...)
  10. Why did Albert send his father that old overcoat? (...)
  11. The new course seems quite popular and attractive. (...)
  12. The medicine has made my mother quite ill. (...)
  13. The best fruits are apples and pears. (...)
  14. The old artist still paints beautifully. (...)
  15. Where are the old man and his handsome son now? (...)
  16. Would you call Albert Jones a really good carpenter? (...)
  17. Mr. Wilkins has sent Mary and me some new clothes. (...)
  18. Could that nice old gentleman have been a criminal? (...)
  19. Has Mr. Smith been given a reward? (...)
  20. Mary and Albert must have left the party suddenly. (...)
  21. What will make our old salesmen efficient? (...)
  22. The Smiths have just hired a chauffeur and a maid. (...)
  23. The carpenters have made Mr. Jones a bookcase. (...)
  24. The new champion must have been lucky. (...)
  25. Nobody called you deceitful and treacherous. (...)



Name..... Date.....

REVIEW TEST 2

Form A.

(Parallel with Exercise 11.)

Directions: Write in each space at the right the proper number; i.e., that number which in the following table corresponds to the proper description of the underlined word or words.

- |                 |                 |                         |
|-----------------|-----------------|-------------------------|
| 1. Subject.     | 4. Adjective.   | 7. Adjective phrase.    |
| 2. Verb.        | 5. Adverb.      | 8. Adverb phrase.       |
| 3. Verb phrase. | 6. Preposition. | 9. Noun used as adverb. |
- 
1. Sunday is the day for worship and rest. (....)
  2. Could anyone have acted more sympathetically? (....)
  3. No student but Johnny would have made that mistake. (....)
  4. The pipe in the cellar is leaking badly. (....)
  5. Could there ever have been such a hero before? (....)
  6. Since yesterday there have been new developments. (....)
  7. This occasion is for me a really happy one. (....)
  8. This dinner certainly smells delicious to me. (....)
  9. The illiterate young rascal grinned slyly at us. (....)
  10. I was not really insulted at your accusations. (....)
  11. When in the next week can you come back to class? (....)
  12. Our next meeting will occur next Saturday. (....)
  13. On the Saturday before Christmas our vacation begins. (....)
  14. That new book is lying on the hall table, by the lamp. (....)
  15. The trout in that basket measures fourteen inches. (....)
  16. How could anyone have believed that story true? (....)
  17. The driver was thrown twenty feet from his car. (....)
  18. Carefully the inspector examined the license. (....)
  19. I certainly never thought you inefficient. (....)
  20. The jury unanimously vote him guilty of murder. (....)
  21. After all I must believe your account of the accident. (....)
  22. That couple seems most happy and carefree. (....)
  23. The great man and his secretary left for the country. (....)
  24. Sailors before the mast have a hard life. (....)
  25. Who slept during the day in that bedroom? (....)



Name..... Date.....

REVIEW TEST 2

Form B.

(Parallel with Exercise 11.)

*Directions:* Write in each space at the right the proper number; i.e., that number which in the following table corresponds to the proper description of the underlined word or words.

- |                 |                 |                         |
|-----------------|-----------------|-------------------------|
| 1. Subject.     | 4. Adjective.   | 7. Adjective phrase.    |
| 2. Verb.        | 5. Adverb       | 8. Adverb phrase.       |
| 3. Verb phrase. | 6. Preposition. | 9. Noun used as adverb. |
- 
1. What people laugh so loudly so early in the morning? (....)
  2. Men in prison soon acquire a peculiar pallor. (....)
  3. George Jones and his wife have a darling baby boy. (....)
  4. The children came home wet and miserable. (....)
  5. Mary Jones has been ailing ever since her accident. (....)
  
  6. Mildred Perkins smiles sweetly at all the boys. (....)
  7. I would never have called Algernon cowardly. (....)
  8. Wistfully Wilfred looked at John's new bicycle. (....)
  9. That porterhouse steak weighs two pounds. (....)
  10. Why should Mabel have left that package at home? (....)
  
  11. The old man and his companion tramped fourteen miles. (....)
  12. You will find the plane on the bench, behind the lathe. (....)
  13. On the shelf in the hall closet are two blankets. (....)
  14. Perhaps next time you will have better luck. (....)
  15. Did you leave the keys on the table or on the mantel? (....)
  
  16. Before breakfast you should drink a lot of water. (....)
  17. When did you last see that cheerful old bookkeeper? (....)
  18. No sandwiches ever tasted so good before. (....)
  19. Our late experiences have been excruciatingly funny. (....)
  20. The grouchy old man became affable after dinner. (....)
  
  21. The accident must have occurred some hours ago. (....)
  22. The first flowers in the garden were welcome indeed. (....)
  23. Did you ever see anyone like our stupid maid before? (....)
  24. No one could have done the job less efficiently. (....)
  25. Forever is a long, long time. (....)



Name..... Date.....

REVIEW TEST 3

Form A.

(Parallel with Exercise 16.)

Directions: Cross out the wrong forms; then write in the spaces the correct ones.

1. Mother has been (lying, laying) on the sofa all afternoon. ....
2. Mildred has a (real, really) attractive smile. ....
3. (Are, Is) there a book or a magazine in the bag? ....
4. Doesn't that rose smell (sweetly, sweet)? ....
5. John has (swum, swam) farther than I today. ....
6. Neither the students nor their instructor (feel, feels) cheerful this morning. ....
7. That new house (sits, sets) well back from the street. ....
8. What makes you feel so (cheerful, cheerfully) today? ....
9. Lettuce and celery (fill, fills) a need in the diet. ....
10. Have you (tore, torn, toren) your dress badly? ....
11. The rector of our church together with two members of the Rotary Club (is, are) coming to school. ....
12. There (are, is) a desk and a chair in the next room. ....
13. No one of the boys (knows, know) the answer to the problem. ....
14. Why should you have (ate, eaten) so much at supper? ....
15. My Uncle John has (set, sat) in that chair for a long time. ....
16. This kind of dahlias (have, has) won the first prize in several flower shows this year. ....



17. Why has John Smith (run, ran) away from  
home? .....
18. Surely I (lay, laid) my pocketbook on the bu-  
reau. ....
19. Why has Mary (laid, lain) on the front lawn all  
afternoon? .....
20. Why has Jane (gave, given) you back the ring? .....
21. One of the greatest challenges to the medical  
profession (is, are) lung diseases. ....
22. Neither the general nor his aides (has, have)  
finished lunch yet. ....
23. The congregation (was, were) listening intently  
to its minister. ....
24. Johnny should (lie, lay) down and get some rest. ....
25. No one but Albert (did, done) his duty cheer-  
fully. ....

Name..... Date.....

REVIEW TEST 3

Form B

(Parallel with Exercise 16.)

Directions: Cross out the wrong forms; then write in the spaces the correct ones

1. Suddenly little Johnny's balloon (burst~~ed~~, burst, bust~~ed~~). .....
2. When shall Mary (lie, lay) down for her nap? .....
3. The mob (was, were) hooting the speaker in its derision. ....
4. Neither the policeman nor his captives (was, were) looking in our direction. ....
5. One of my favorite musical instruments (is, are) the bagpipes. ....
6. In spite of the great press of work at his office, John has (come, came) home early today. ....
7. Mother has (laid, lain) down for the afternoon. ....
8. Mary certainly (lay, laid) her gloves down here. ....
9. How could you have (froze, frozen, freezed) your ears so quickly? .....
10. This sort of pears (have, has) been grown in this part of the country for years. ....
11. Why has Aunt Mabel (set, sat) in that uncomfortable chair all evening? .....
12. How could Wilfred have (took, taken) the car without the ignition keys? .....
13. No one of the dogs in the kennels (was, were) silent in the presence of the strangers. ....
14. There (are, is) a gallon of wine and a quart of whiskey in the cellar. ....
15. My wife with three of her friends (has, have) gone to New York City for the day. ....
16. The glee club has (sung, sang) a difficult program very well tonight. ....

17. Electricity and radio (are, is) a great convenience to everybody. ....
18. Mother feels (miserable, miserably) this morning. ....
19. That strange dog is (sitting, setting) on our front porch again. ....
20. Neither the bits nor the auger (are, is) in good condition. ....
21. Has the new bell in the chapel tower been (rung, rang) yet this year? ....
22. That apple pie surely tasted (deliciously, delicious). ....
23. (Are, Is) there a postcard or a letter for me? ....
24. Why are you singing so (merry, merrily) on this drab, rainy morning? ....
25. Is Joanna (lying, laying) on my bed again? ....

Name..... Date.....

REVIEW TEST 4

Form A.

(Parallel with Exercise 19.)

Directions: Cross out the wrong forms; then write in the spaces the correct ones.

1. Between you and (me, I) John should not do  
such a thing. ....
2. Did you take part in (Tuesdays, Tuesday's,  
Tuesdays') parade? .....
3. (Whom, Who) in your opinion is the best foot-  
ball player on the team? .....
4. That new book on Russia is (our's, ours, ours'). ....
5. Every man and woman of legal age should cast  
(his, her, their) own vote. ....
6. You should have seen (us, we) boys at the  
theater. ....
7. The majority were not even united as to (their,  
its) stand as to the new clubhouse. ....
8. The horse switched (it's, its', its) tail impatiently  
at the flies. ....
9. Each of the men in the party had brought (his,  
their) own musical instrument. ....
10. The (Charles', Charles's, Charleses', Charlese's)  
maid has bought a new rug for their home. ....
11. Mary has sent invitations for her party to Alice,  
Marian, and (me, I). ....
12. Every eligible woman and girl should secure  
(her, their) membership in the D. A. R. ....
13. Some of (us, we) girls are resigning from the  
debating society tomorrow. ....
14. The man with the black coat and top hat is surely  
(he, him). ....
15. (Who, Whom) were you talking to on the street  
corner this morning? .....
16. The members of the committee, Mr. Smith and  
Mr. Wilkins and (me, I, myself), have made  
their report. ....

17. Has anyone hidden the (children's, childrens')  
toys? .....
18. Should (we, us) men disregard such an insult? .....
19. Send us both, Mary and (I, myself, me), your  
information on new publications. ....
20. (Who, Whom) should we elect as our next  
president? .....
21. I shall return to town in two (years, year's,  
years') time. ....
22. The members of the President's cabinet have  
known (each other, one another) for many  
years. ....
23. Why won't you make Isaac and (I, me) a rea-  
sonable concession? .....
24. Will anyone besides (us, we) be present at the  
conference? .....
25. None of the ladies present but (she, her) could  
remember the appearance of the thief. ....

Name..... Date.....

REVIEW TEST 4

Form B.

(Parallel with Exercise 19.)

Directions: Cross out the wrong forms; then write in the spaces the correct ones.

1. None of the girls in our sorority but (she, her) was elected to Phi Beta Kappa. ....
2. Can anyone besides (her, she) make the curtains? .....
3. Why don't you write Jane and (I, me) a letter once in a while? .....
4. Do you two know (each other, one another)? .....
5. There is about two (days, day's, days') work left on your house. ....
6. (Who, Whom) will the mayor appoint as his new assistant? .....
7. Will you build both of us, Janet and (I, myself, me), houses of the same design? .....
8. Should (we, us) boys be seen with such a rascal? .....
9. Who is in charge of the (men's, mens') cloak-room? .....
10. The employees of the coal company, Miss Jones and Mr. Talbot and (me, I, myself), are going on an excursion. ....
11. (Who, Whom) will you vote for in the next election? .....
12. The old lady in the alpaca dress is undoubtedly (she, her). ....
13. Several of (we, us) students will spend our vacation on board ship this summer. ....
14. Every man and boy in our club has (his, their) own locker. ....
15. With Jack, Mike, and (me, I) are going ten other boys. ....
16. Who has bought the (Thomas', Thomas's, Thomases', Thomase's) old motor car? .....

17. None of the women on the beaches has worn  
    (her, their) stockings. ....
18. How strange-looking that elephant is with (it's,  
    its', its) one tusk! ....
19. The committee have at length decided about  
    (their, its) procedure. ....
20. Why don't you invite (us, we) girls to the party? .....
21. Every boy and girl in the class must bring (her,  
    his, their) own notebook. ....
22. Why on earth did the Smiths call that car  
    (their's, theirs, theirs')? .....
23. (Whom, Who) in the estimation of most people  
    is the most beautiful woman in our town? .....
24. I certainly enjoyed yesterday (evenings, eve-  
    nings', evening's) performance. ....
25. Between you and (me, I), I should never have  
    bought these stocks. ....

Name..... Date.....

REVIEW TEST 5

Form A.

(Parallel with Exercise 26.)

*Directions:* Cross out the wrong forms; then write in the spaces the numbers of the correct forms.

1. I watched (1. John, 2. John's) playing tennis this afternoon. (....)
2. (1. Being, 2. Having been) a modest person, John did not want to talk about his success. (....)
3. Mike broke his arm (1. caused by, 2. as a result of) a fall out of a tree. (....)
4. Coming in on the bus, (1. we saw the Empire State Building, 2. the Empire State Building was seen). (....)
5. To play the piano well, (1. the fingers must be given many exercises, 2. one must give the fingers many exercises). (....)
6. I never dreamed of (1. Mary, 2. Mary's) saying such a thing. (....)
7. After thinking for a few minutes, (1. his answer was made, 2. he answered) in the affirmative. (....)
8. Anne's good health was (1. caused by, 2. because of) plenty of regular exercise. (....)
9. Mrs. Smith would (1. have liked to have sold, 2. like to have sold, 3. have liked to sell) her summer cottage this spring. (....)
10. Having violated the law, (1. the culprit was sentenced, 2. the judge sentenced the culprit) to two months in jail. (....)
11. That gaudily dressed fellow coming up the street seems to be (1. he, 2. him). (....)
12. To do the job right, (1. a complete kit of tools is needed, 2. I need a complete kit of tools). (....)
13. Because of (1. Mary, 2. Mary's) telling that lie, we shall be unable to have company tonight. (....)
14. (1. Whom, 2. Who) would you choose to share your fortune? (....)



15. Why would you (1. like to have gone, 2. have liked to go, 3. have liked to have gone) swimming this afternoon? (....)
16. To grow beautiful flowers, (1. their habits must be understood, 2. one must understand their habits). (....)
17. Except for business demands I would have agreed (1. to go, 2. to have gone). (....)
18. Having taken our seats, (1. the orchestra began playing, 2. we heard the orchestra begin playing). (....)
19. (1. Who, 2. Whom) do you think to be the most intelligent boy in the class? (....)
20. Saddened by his loss, (1. the man showed his grief in every line of his face, 2. grief showed in every line of the man's face). (....)
21. (1. Being, 2. Having been) a freshman last year, John will be a member of the sophomore class this fall. (....)
22. Because of (1. him, 2. his) being careless with the china, my best set has been ruined by breakage. (....)
23. (1. Swimming, 2. Having swum) all afternoon, I am quite tired tonight. (....)
24. Did you expect the latest comer to be (1. he, 2. him)? (....)
25. After leading during the first half, (1. our team's advantage was lost, 2. our team lost its advantage) soon after the opening of the second half. (....)

Name..... Date.....

REVIEW TEST 5

Form B.

(Parallel with Exercise 26.)

*Directions:* Cross out the wrong forms; then write in the spaces the numbers of the correct forms.

1. Since talking with you, (1. the decision has been made by the committee, 2. the committee has decided) against you. (....)
2. What made you suspect the stranger to be (1. he, 2. him)? (....)
3. (1. Having lain, 2. Lying) on my bed resting all afternoon, I feel quite refreshed this evening. (....)
4. Because of (1. your, 2. you) playing the piano so well, you have been selected to give next month's recital. (....)
5. (1. Being, 2. Having been) wealthy all his life, Mr. Jones finds poverty quite unbearable. (....)
6. Wrecked utterly by the collision, (1. Mr. Jones's car was sold, 2. Mr. Jones sold his car) for junk. (....)
7. (1. Who, 2. Whom) do you believe to be the most reliable automobile mechanic in town? (....)
8. Having had little trouble with traffic on the road, (1. home was reached, 2. we reached home) in three hours. (....)
9. I should never have asked you (1. to go, 2. to have gone). (....)
10. To play contract bridge well, (1. the conventions must be understood, 2. one must understand the conventions). (....)
11. Nevertheless I would (1. like to have seen, 2. have liked to see, 3. have liked to have seen) the parade today. (....)
12. (1. Whom, 2. Who) would you like to come to your party? (....)
13. On account of (1. Sam's, 2. Sam) being absent, there is no use in trying to come to a decision. (....)
14. To decide the best course of action, (1. all of the facts must be known, 2. we must know all of the facts). (....)
15. That impoverished-looking old woman appears to be (1. she, 2. her). (....)

16. Having refused our offer, (1. we were shown by Mr. Johnson to the door, 2. Mr. Johnson showed us to the door). (....)
17. Mr. Abernathy would (1. have liked to have said, 2. like to have said, 3. have liked to say) something in reply. (....)
18. Tom's bad luck is (1. caused by, 2. because of) poor judgment. (....)
19. After deliberating for an interminable time, (1. his decision was delivered, 2. he delivered his decision). (....)
20. Who would have anticipated (1. John's, 2. John) behaving in such an irrational way? (....)
21. To plan a career well, (1. much thought must be exercised, 2. one must exercise much thought). (....)
22. Walking through the woods, (1. we heard a blue jay, 2. a blue jay was) chattering overhead (....)
23. Albert has broken his finger nail (1. caused by, 2. as the result of) hitting it with a hammer. (....)
24. (1. Being, 2. Having been) a celebrity, Mr. Jones was besieged by reporters at every turn. (....)
25. Didn't I hear (1. Sam, 2. Sam's) arguing with you early this evening? (....)

Name..... Date.....

REVIEW TEST 6

Form A.

(Parallel with Exercise 31.)

*Directions:* Punctuate the following sentences. Do not omit end punctuation; do not punctuate without knowing why.

1. The cellar is more than damp there is an inch of water on the floor
2. After telling Mary of his decision John took his hat and coat and departed
3. What do you consider the best solution of our present difficulties
4. Did that queer old man say anything to his vivacious talkative companion
5. I have never done anything like that before and I am not going to begin now
6. No Albert has decided the weather being threatening to stay home and study
7. Have you seen Dr. Phillips the old stamp collector recently
8. What a curious bug that is it is like nothing else in my experience
9. I applaud your determination heartily but it seems impossible for you to succeed
10. The situation being what it is I advise you to pack your luggage to take the first train to the city and to seek for employment there
11. The handsome young fellow made his excuses pleasantly confidently and convincingly
12. Having played tennis for three hours this afternoon I prefer to do nothing more strenuous than reading

13. Certainly James I will gladly accede to your request especially under the circumstances
14. My sister Jane certainly will be glad to have you stay with us she is delighted to have company at any time
15. John will have to do more efficient work or he will find himself out of a job
16. The situation to tell the truth is a precarious one
17. Leaving the money on the counter he strode angrily out of the store
18. My wedding to Jane Smith on June 10 1918 was a costly ceremony however I have never regretted the expense
19. I have enjoyed your party greatly Mabel I have rarely had such a good time anywhere
20. What a tremendous hit the shortstop just made
21. No father I won't consent to employ Alec Jones that inefficient loafer under any circumstances
22. In the upper flat at 23 Search Lane Caldwell New Mexico I once saw a curious collection of frogs toads and other reptiles
23. To prove to you my sincerity I will resign my position retire from politics forever and leave the city to live in the country
24. The man was I suspected financially embarrassed certainly he was shabby ill-kempt and generally unprepossessing
25. Ah I can never repay you for such tender loving care

Name..... Date.....

REVIEW TEST 6

Form B.

(Parallel with Exercise 31.)

*Directions:* Punctuate the following sentences. Do not omit end punctuation; do not punctuate without knowing why.

1. Well I cannot regret the death of that selfish inconsiderate scoundrel
2. The truth was I feared impossible to arrive at without sympathetic earnest and efficient helpers
3. To fulfill our obligations fully we must pay off those notes carry out these contracts and then surrender our holdings
4. For ten years Albert his sister and their cousin have lived at 40 South Street Camden New Jersey in peace and amity
5. Certainly Alfred Thomas the old janitor has unquestionably outlived his usefulness
6. How curiously inviting that old ramshackle dilapidated structure looks
7. I wonder Alice at your carelessness you were not always like this
8. Why do you behave in such a thoughtless way at least before company
9. Before November 1 1933 I had never traveled more than a few miles from home
10. Digging patiently in the old cellar I at last uncovered a rusted old iron pot
11. I shall have to decide on a plan soon or I shall be confused indeed
12. My sister Mary has decided not to invest in that stock however she does not consider it a bad risk

13. No Ruth I am not going to the dance under such circumstances
14. Having spoken so strongly against the movement I cannot now  
be prevailed upon to do more than vote in favor of it
15. The old man at all events behaved calmly cheerfully and cour-  
teously
16. I certainly approve of your plan in every detail but unfortunately  
I cannot afford to back it with any money
17. The night having suddenly fallen we found it necessary to seek  
some kind of shelter however slight
18. What a courteous gentleman Peter Cairns is I have never  
known him to hurt anyone's feelings
19. Curtis Weems the funniest man of my acquaintance has been  
obliged to go to work to stop his practical jokes and to take  
life seriously
20. Yes Philip intends the strike being broken to go on running  
the plant in his own way
21. Mary has decided to open a tea-room and there is no way in  
the world to stop her
22. The tall old man accepted the apology of the soft-spoken cour-  
teous traveling salesman
23. What worse course of action could anyone have selected
24. After telling me to meet him John failed to make his appearance  
at all
25. The doctor to be sure did not literally predict his patient's  
death he merely shook his head significantly

Name..... Date.....

REVIEW TEST 7

Form A.

(Parallel with Exercise 39.)

*Directions:* Cross out the wrong forms; then write in the spaces the correct forms.

1. Father has just bought a new dog for my sister  
Mary and (I, me, myself). .....
2. Tell me why you object to holding this (weeks,  
week's, weeks') meeting on Friday. ....
3. Is that the girl (whom, who) you have been talk-  
ing about? .....
4. On your left is the (Rogerse's, Rogerses',  
Rogers') new estate. ....
5. The board of aldermen have just finished discus-  
sing (its, their) week's business. ....
6. Did you ever like a girl better than (she, her)? .....
7. John has just left on a two (years, year's, years')  
trip around the world. ....
8. (Whomever, Whoever) you believe is trust-  
worthy is satisfactory to me. ....
9. John said that the newly elected officers were  
Albert, Richard, and (me, I). ....
10. Albert said that he wished he could play the  
piano like (me, I, myself). ....
11. I never supposed anyone could be so beautiful as  
(her, she). ....
12. Do you want John? That chap on the corner  
seems to be (he, him). ....
13. The principal has sent for three of the boys,  
Albert and Dick and (I, me). ....
14. I'd like to have you join the (men's, mens') club. ....
15. The choir has just finished singing (their, its)  
last number. ....
16. Mary Smith, (who, whom) I thought loved me,  
has just eloped with a stranger. ....



17. I think I have spotted our criminal. I believe  
that old man with the beard to be (he, him). . . . .
18. What do you think of the (canaries', canary's',  
canarie's) voices? . . . . .
19. John wants you to send Alice and (myself, me,  
I) your latest pictures. . . . .
20. None of the children was able to spin (his,  
their) top successfully. . . . .
21. John decided to give back the book to (whom-  
ever, whoever) wanted it most. . . . .
22. I don't see why you object to (me, my) playing  
bridge. . . . .
23. Just look at that dog wag (it's, its, its') tail. . . . .
24. I hope that every man and woman listening to  
this program will send me (his, their) address. . . . .
25. Of all those working on the problem, nobody  
could solve it but (I, me). . . . .

Name..... Date.....

REVIEW TEST 7

Form B.

(Parallel with Exercise 39.)

*Directions:* Cross out the wrong forms; then write in the spaces the correct forms.

1. Of all the women present, no one but (she, her) knew what had happened. ....
2. Each boy and girl in this class must do (his, their) own work. ....
3. Our opponents shouted that victory was (their's, theirs, theirs'). ....
4. John's father insisted on (him, his) going to college. ....
5. Sell the painting to (whomever, whoever) will pay the most for it. ....
6. None of the candidates was willing to explain (his, their) stand on that issue. ....
7. Uncle John sent Sarah and (myself, me, I) a great many beautiful gifts. ....
8. In what part of the building do they sell (babies', babie's, babys') playthings? ....
9. Did you believe the writer of that slander to be (I, me)? ....
10. That young artist, (who, whom) I believed was a poor workman, has won first prize for his paintings. ....
11. The crowd surged together in one mass toward (their, its) objective. ....
12. Has anyone seen the (women's, womens') new reception room? ....
13. Three of us boys, John and Albert and (me, I), have decided to organize a new club. ....
14. Do you want the janitor? That man coming around the corner now seems to be (he, him). ....
15. I don't suppose anyone is richer than (him, he). ....
16. I shouldn't enjoy looking like (him, he). ....

17. The three new members of the country club are  
Mary, John, and (me, I). .....
18. (Whoever, Whomever) you suspect is guilty  
should be carefully watched. ....
19. I am going to Albany for a two (weeks, week's,  
weeks') visit. ....
20. John thinks that you like everybody else better  
than (he, him). ....
21. The committee of the faculty are agreed that (its,  
their) support of the new program should be  
whole-hearted and unanimous. ....
22. Have you seen the (Jones's, Joneses', Jonese's)  
new estate? .....
23. (Whom, Who) are you writing that article for? .....
24. Whom have you secured for tomorrow (night's,  
nights, nights') entertainment? .....
25. It is a pretty dull day for you and (myself, I,  
me). ....

Name..... Date.....

REVIEW TEST 8

Form A.

(Parallel with Exercise 42.)

Directions: Write in each space at the right the proper number; i.e., that number which in the following table corresponds to the proper description of the underlined word or words.

- |                      |                      |                 |
|----------------------|----------------------|-----------------|
| 1. Adjective phrase. | 4. Absolute phrase.  | 7. Noun clause. |
| 2. Adverb phrase.    | 5. Adjective clause. |                 |
| 3. Noun phrase.      | 6. Adverb clause.    |                 |

1. The night being hot, we slept under nothing but sheets. (....)
2. I shall be content to receive even a small reward. (....)
3. Smiling at his jest, the pretty girl left the room. (....)
4. Although I have been unable to solve the problem yet, I expect to keep at it until I do solve it. (....)
5. Mary dearly loved to play tennis with John. (....)
6. The only thing which should engage our attention just now is to endeavor to bring the criminal to justice. (....)
7. I did not get to bed until late, because I was so interested in the novel I was reading. (....)
8. John's sending you that check was quite unexpected. (....)
9. His reason for refusing your request was, under the circumstances, a good one. (....)
10. The reason that I left so suddenly is that I could not bear to witness your grief any longer. (....)
11. We decided, the day being warm and clear, to set out for the top of the mountain. (....)
12. At the very outset we were suspicious of the strangers. (....)
13. The man to do that job is Anthony Curles. (....)
14. Unless you can tell the truth, you need not reply. (....)
15. I wish that you would give the package of papers to whomever you can trust. (....)
16. What needs to be said is, without question, the truth, and only the truth. (....)
17. The desk in that back room is a museum piece. (....)
18. More than anything else in the world I wanted to see Mary Jones once more. (....)
19. A man who would do a thing like that is not on any account to be trusted. (....)

20. I would not accept such a task under any circumstances. (....)
21. The day when I met you was the happiest of my life. (....)
22. Tell me what you mean by that statement. (....)
23. To go any further against the current was clearly out of the question. (....)
24. Stopping to light a cigarette, John noticed something glittering on the sidewalk. (....)
25. In response to their requests the captain began telling the story of that mad night ride. (....)

Name.....

Revision Test 8

Form B.

(Parallel with Exercise 12)

Directions. Write in each space at the right the proper number from the number which in the following table corresponds to the correct description of the underlined words.

- |                      |                      |                 |
|----------------------|----------------------|-----------------|
| 1. Adjective phrase. | 4. Absolute phrase.  | 7. Noun clause. |
| 2. Adverb phrase.    | 5. Adjective clause. |                 |
| 3. Noun phrase.      | 6. Adverb clause.    |                 |

1. I don't see what fun you get out of playing tennis. (....)
2. Sailing before the wind, the little boat rapidly drew far ahead of her nearest competitor. (....)
3. To keep his temper in the face of the taunts of the other boys was beyond John's ability. (....)
4. After the meeting my uncle told me that an exceedingly important decision had been made. (....)
5. The time when I could turn hand-springs has passed long ago. (....)
6. You ought not to behave so rudely before strangers. (....)
7. The necklace that I have chosen for my bride is indeed a most beautiful one. (....)
8. The old man wanted to speak at some length, but he was not allowed to delay the adjournment of the meeting. (....)
9. The sink in the cellar is out of order. (....)
10. What we shall do about the present crisis is a matter for the most careful consideration. (....)
11. Give this ticket to whoever asks for it first. (....)
12. Unless you do what you are told, you do not deserve any consideration from any of those present. (....)
13. Where shall we find the right man to make that speech? (....)
14. To be sure, Mary was very sad at her father's departure. (....)
15. Consequently the four men, their car wrecked, were forced to hire a taxicab. (....)
16. The reason for the manager's decision to use a new pitcher was that he hoped to stop the other team's rally. (....)
17. You can never convince me that I ought to ask John to give an excuse for his absence last night. (....)

18. John's behaving with such restraint in such a difficult situation is highly to be commended. (....)
19. You had best pack our bags, since we leave in an hour. (....)
20. The thing that we must do is to get everything ready for the approaching marriage of my sister. (....)
21. I should be much obliged if you would give me your assistance for a few moments. (....)
22. Although I love you very dearly, I cannot consent to compromise my honor for your sake. (....)
23. The old lady, shocked by such unseemly conduct, refused to stay any longer in the theater. (....)
24. I am not afraid to tell the truth to you. (....)
25. The game being finished, the crowd started for home. (....)

Name.....

Reading Test 1

Part A

(Part A and B Exercise 1)

Directions: Punctuate the following sentences.

1. The man watching that automobile has lived in the same house for fifty years
2. His last request before he left that we should not grieve for his son was strictly complied with
3. The year before I was living in twenty
4. The erratic man who just spoke to the crowd has never been able to hold a position long
5. It is worthwhile to get competent advice before you decide how to invest your money
6. The captain of the team told his teammates that now was the time to make a supreme effort
7. This most curious of all suggestions to behave absolutely without restraint on all occasions could hardly be considered seriously
8. The last car suddenly gaining speed began to overtake those in front
9. Before I decided to go to California to live I asked all my friends what they thought about it
10. The factory where these motors are made is located in a small New England town
11. The captain's last appeal to those under his command that they should acquit themselves like men was listened to in silence
12. The present is no time for such a law to be passed although you may not realize it



13. The last speaker of the evening denounced racketeers and said that he would make every effort to suppress them
14. The city of Rome where the Roman emperors once held sway is called the Eternal City
15. The dearest wish of Albert Jones to become elected to the Senate was destined never to be realized
16. The mayor does not think that there is any danger of a panic unless someone loses his head
17. The morning after I felt a desire to go away and leave everything to chance
18. The girl sitting on the couch has not been asked to dance all evening
19. What is so strange about Mary's assertion that she does not want to go to the dance
20. The evening before we opened for business was an exceedingly busy one
21. The smaller boxer dancing warily about his larger and slower antagonist soon found the opening he was looking for
22. If you are unaware that there is danger impending perhaps this late report will convince you
23. My father who for many years had little work of importance is now in a responsible position once more
24. The suggestion that we adjourn met with general approval
25. I am not in favor of pursuing a radical course like that because I feel that it is dangerous to our safety

Name..... / at.....

REVIEW TEST C

Form B.

(Parallel with Exercise 12.)

Directions: Punctuate the following sentences.

1. The club voted unanimously for the project under consideration because all the members believed that it would improve things greatly
2. The declaration that we would remain neutral was received by the belligerents with mixed feelings
3. I have just learned that Oscar Temple who was my classmate at college committed suicide last week
4. If you cannot consider what I have to offer you can at least refrain from telling others that you have refused me
5. The white-footed pony limping from a stone bruise in its foot was unfit for use in the expedition
6. The summer before I met you was the hottest I ever experienced
7. I am not at all convinced by Mary's assertion that she expects to die an old maid
8. The girl waiting on the corner table is related to Bob Johnson who lives next door to me
9. The week after I decided that I would no longer trust to chance to make things right
10. The bus will not wait for you beyond the appointed hour unless you give notification in advance that you will be delayed
11. The decision just arrived at that free passes to the theatre shall be discontinued has been proposed many times before
12. I have visited Scotland where my mother's people used to live only twice in my life

13. The man who had just spoken insisted that this was no occasion for calling names
14. There is no advantage in remaining here at this spot any longer whether you think so or not
15. His final argument for the freedom of the press that without it every other free institution could not stand was received with tumultuous applause
16. The village where Wordsworth was born is located in a picturesque section of the lake country of England
17. Before I was able to make a move to defend myself Jack hit me a powerful blow between the eyes
18. The sinking figure crawling from cover to cover kept on until it had reached the shadow of the main building
19. His most difficult task of the day to make a detailed record of every transaction kept him busy until late in the evening
20. The violinist interrupted at this juncture to say that he would play what he liked
21. I want you to check over every shipment carefully before you sign a receipt for it
22. The contractor who built my new home in the suburbs is more honest than most of his occupation
23. The week before Mary had her first short story accepted for publication
24. His plan for the evening's entertainment to hire a vaudeville troupe came to nothing
25. The canary singing in the next room was given to me by my aunt

Name.....

REVIEW TEST 10

Form A.

(Parallel with Exercise 17.)

Directions: Cross out the wrong forms; then write in the spaces the correct forms.

1. We could have a bridge game if John (was, were) here. ....
2. Mary's lameness was (because of, due to) an automobile accident. ....
3. Why don't you treat John (like, as) I do? ....
4. John said that he didn't know (that, as) he would be able to go. ....
5. The baby acted (as, as if, like) he knew what he was saying. ....
6. The rowboat was built broad in the beam (so that, so) it wouldn't upset easily. ....
7. This is one of the most difficult tasks that (has, have) ever been given to me. ....
8. Most people know that birds (flew, fly) south in the winter. ....
9. Though I endeavored to speak politely, the old lady acted as if she (was, were) mortally offended. ....
10. Who would have believed that a mere slip in grammar would (cause, have caused) a lawsuit? ....
11. I am glad that you intend that Mary (will, shall) go. ....
12. Although I (played, have played) five sets of tennis just now, I do not feel exhausted. ....
13. Though I (were, was) to fail at first, I would keep on trying until I succeeded. ....
14. I wish you would (let, leave) the book stay on the table. ....
15. (Shall, Will) you bring me another cup of coffee? ....

16. The football team was not at full strength for  
the final game of the season (because of, due  
to) injuries. ....
17. (Will, Shall) Mary Jones come to the party,  
do you suppose? .....
18. I'm sorry, but I (will, shall) not be in town on  
the 30th of March. ....
19. The reason John doesn't go out more is (be-  
cause, that) his wife is seriously ill. ....
20. Albert (could, couldn't) scarcely believe his  
eyes. ....
21. If John should have his wish, you (would,  
should) be compelled to apologize. ....
22. I wish you would send me that one of the girls  
who (know, knows) most about the use of a  
microscope. ....
23. There isn't any doubt that John wishes he (was,  
were) married. ....
24. It was a great disappointment to John to hear  
that he (had been, was) refused a scholarship. ....
25. John was unwilling to tell us (whether, if) he  
would do as we asked. ....

Name..... Date.....

REVIEW TEST 10

Form B.

(Parallel with Exercise 47.)

*Directions:* Cross out the wrong forms; then write in the spaces the correct forms.

1. The lieutenant neglected to inform us (if, whether) we could get a furlough next month. ....
2. It gratified us greatly to learn that the management (gave, had given) us raises in salary. ....
3. I wish John (was, were) not always so positive about his statements. ....
4. Won't you point out to me that one of the children who (is, are) most talented? ....
5. If I had my way, delays in courts of law (should, would) be entirely eliminated. ....
6. It was so dark that we (could, couldn't) hardly see. ....
7. The reason your car won't go is (that, because) the gasoline is all gone. ....
8. I'm afraid I (will, shall) be unable to meet you as I had planned. ....
9. (Will, Shall) John join the army, do you think? .....
10. The team was badly defeated (because of, due to) the poor judgment of the quarterback. ....
11. (Will, Shall) you meet me at the theater tonight? ....
12. I wish you would (leave, let) the picture hang where I put it. ....
13. Though John (were, was) to become unpopular, he would still stick to his principles. ....
14. Since I (saw, have seen) you, I for the first time realize what the word beautiful means. ....
15. Please tell Mary that she (will, shall) meet the train. ....
16. No one would have thought that that small leak would (have resulted, result) in the failure of the dam. ....

17. The old man is acting as if he (was, were) only  
twent(y) years old. ....
18. Why didn't you tell me that (old (was, is) less  
than I thought him? ....
19. Mary is one of the sweetest girls that (have,  
has) ever attended this school. ....
20. John scrounged together all the money he could,  
so (s) that he could buy a new radio. ....
21. The old cowards (is, as if, like) something were  
stuck in her throat. ....
22. Mary says that she (doesn't know (that, as) she  
can meet us to day. ....
23. I wouldn't treat a dog (as, like) you treat John. ....
24. The failure of the experiment was (because of,  
due to) the use of inferior materials. ....
25. This would be a most enjoyable trip if it (was,  
were) warmer weather. ....

Name..... Date.....

REVIEW TEST II

Form A.

(Parallel with Exercise 50.)

*Directions:* Punctuate, capitalize, and italicize as required. Do not omit end punctuation. Use no marks unless you know why you are using them.

1. In the south as a whole the principal occupation is agriculture but in three states manufacturing is fast becoming more important
2. I am now studying five subjects english french mathematics history and chemistry
3. The boy whom you saw talking to Miss Jones is a cousin of ' Albert Schmidt who is her fiance
- ✓ 4. The girl playing on that old fashioned square piano is my sweetheart although she doesnt know it yet
5. The boat being leaky we had to bail for dear life
6. To make the situation perfectly clear I must go back to what occurred before may 1 1933 when our troubles began
7. My uncle carl on the other hand is a staunch prohibitionist
8. The Baltimore and Ohio railroad company treats its employees well indeed consequently it seldom has strike trouble
9. Traveling in a southerly direction for some miles we noticed that the country gradually became more rolling
10. Did you notice how insultingly that black haired young fellow addressed the poor old man who was with him
11. John was stubbornly insistent that he was right and nothing I said could change him
12. No Mary you cant go to the dance tonight said her mother however you may go to next weeks concert



13. John has lived at 34 Jones street Scranton Pennsylvania for the last twenty five years
- ✓ 14. I should not have thought you would have so much trouble I said what caused it all
15. Mr. Johnson who has just purchased that large house next to ours has decided labor and materials being cheap to renovate it completely
16. I have collected all my belongings therefore I shall be ready to start as soon as I have kissed mother good-bye
17. Did the judge say I will let you off this time
18. This mornings new york times has in it an interesting editorial the writer strongly urges american entry into the world court
19. Before starting out on his difficult quest the detective checked over his equipment planned his itinerary and arranged for sending reports in code
20. The hurricane blew so strongly that many trees were torn from their roots houses too were wrenched from their foundations
- ✓ 21. What a heart rending tragedy Johns death was
22. I particularly enjoyed in Thoreaus walden the chapter entitled what I lived for
23. The rich old miser grasping though he was could not take advantage of such an innocent guileless youth
24. Before all the manager should be a well trained intelligent person because the problems he will meet will be difficult ones
25. Before all the trouble started the peasants drove off their horses  
• cattle and sheep into the forest

